UTAH
COURSE OF STUDY
FOR
ELEMENTARY SCHOOLS

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Salt Lake City, Utah
August, 1923

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
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FOREWORD

This course of study for the schools of the state, outside of cities of the first and the second class, is submitted to administrators and teachers in the hope and belief that it will greatly aid in standardizing and unifying the work of the schools. To the experienced and successful teacher it will be rich in suggestion and to the beginning teacher it will be a safe and sane guide in her daily work. Every teacher should have a clear understanding of the course in its entirety and she should know with exacting thoroughness those portions of the course dealing with her immediate work. This knowledge need not obscure the essential fact that it is the child who is taught. Subject matter is a means to an end. An intimate knowledge of the subject matter as outlined in the course of study will greatly aid the teacher in teaching the child effectively.

Since the best thought of our administrators and teachers who have made special study of curricula—making is embodied in the course, it is recommended without reserve to the teachers of our public schools.

C. N. JENSEN,
State Superintendent of
Public Instruction.

INTRODUCTION

This course of study is presented to the teachers of the elementary schools to serve as a guide. In each subject the attempt has been made (a) to set up both general and specific objectives, (b) to suggest suitable subject matter to use as a means to an end, (c) to suggest typical methods of procedure in teaching, and (d) to suggest such tests, formal and informal, as will help the teacher to know whether or not she has achieved the desired results. These objectives have not been quantitatively stated nor does the course set up minimum requirements, for experience has shown that where such requirements are set up they tend to become maximum attainments. The teacher should always keep before her the ideal that every child should every day put forth his maximum efforts to master the work laid out for him. The ability to achieve, to master, will vary with the individual, hence the impossibility of setting up absolute standards. If the fast worker is held to such standards, he is likely to waste much time reviewing subject matter already mastered. On the other hand, the slow worker may be prodded on to attempt work beyond his capacity.

The course is intended, then, as a guide-book to which the teacher will refer constantly for suggestions. While it is not to be followed slavishly, it is, by no means, to be ignored. It is to be studied and mastered by every teacher in the service, so that she may know what to teach and what is to be achieved by her pupils.

The fundamental teaching purposes for which the elementary school exists is to give the child mastery of the tools of learning,—reading, the ability to get thought from the printed page, writing—the ability to express thought clearly and concisely on paper, and arithmetic—the ability to think in terms of numbers, values, and measures. This mastery is not only necessary for practical purposes but it is also the means by which the child is to gain a liberal education as he advances in years. While it is impossible to say definitely at what age or grade this mastery can be achieved by a particular child, recent educational experiments and experience have shown that all children of average ability can master these tools of learning by the end of the sixth year of school.

By means of the content subjects—history, geography, nature, civics, and selected literature—the child is to be trained (a) to react intelligently to his physical and cultural environment, (b) to become a worthy and an efficient member of the home and community groups, and (c) to occupy his leisure most profitably to himself and others. These subjects are not only the sources of that fund of general information so valuable to the person entering practical pursuits and so

indispensable to a professional career, but they furnish as well the means of cultivating and developing creative power, which is the fountain of human progress.

No system of education is complete that fails to take into consideration the cultivation of ethical ideals. Skills and attainments may become instruments of social destruction in the hands of a person whose life is not guided by a definite moral purpose. Hence the function of the school is not only to fit the individual for life as it is but also to produce the changed individual—one filled with a determination to make life what it ought to be. Every content subject should, then, quicken the ethical life, and inspire the individual to noble achievement.

Mastering the tools of learning and acquiring a store of general information are not easy tasks. They require hard work and close application. These in turn, together with other factors, tend to undermine the health of children unless they are offset by health-promoting activities. The course aims to suggest such activities as will develop in the child interest in wholesome play and healthful physical exercise. But it is not sufficient for the school merely to safeguard the health of the child; it must assume the responsibility of training the child in such health habits as will carry over into the child's home life and into his life after leaving school. The course in health is, then, intended to accomplish three mutually related purposes: first, to establish correct health habits; second, to supply such information on physiology, hygiene and sanitation as every enlightened individual should possess, and third, to arouse an abiding interest and pride in healthful living.

In the preparation of this course of study, the members of the committee have drawn liberally on the preceding course. The committee also acknowledges indebtedness for material and suggestions derived from several recent state and city courses of study, especially those of Vermont, Missouri, Kansas, Des Moines, and Baltimore. Valuable suggestions were also obtained from Moore's Minimum Course of Study—one of the pioneers in the attempt to construct courses of study scientifically.

Grateful acknowledgement is hereby extended to the many teachers, supervisors and other professional workers who have assisted the committee by preparing outlines and offering helpful and constructive criticisms.

That the teachers in the elementary grades will find within these pages suggestions that will stimulate them to perform well the noblest of all professional service—the training of the child, is the earnest hope of the committee.

LOFTER BJARNASON, Chairman.
MATILDA PETERSON
L. JOHN NUTTALL, Jr.
R. V. LARSON
IDA FITZSIMMONS.

Children's Code of Morals

"The Ten Laws of the Good American," as formulated for the National Institution for Moral Instruction by Wm. J. Hutchins, forms the basis of the talks in these three grades on Health of Mind and Good Citizenship. The Code in full follows and such subject matter, illustrations, helps, and plans as the National Institution may publish will be supplied to superintendents as they issue.

The first law is **The Law of Health.** The good American tries to gain and to keep perfect health. The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body, and my mind clean.

2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.

3. I will try to take such food, sleep, and exercise as will keep me in perfect health.

The second law is **The Law of Self-Control.** The Good American controls himself. Those who best control themselves can best serve their country.

1. I will control my tongue and will not allow it to speak mean, vulgar or profane words.

2. I will control my temper, and will not get angry when people or things displease me.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

The third law is **The Law of Self-Reliance.** The Good American is self-reliant. Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people, but I will learn to think for myself, choose for myself, act for myself.

2. I will not be afraid of being laughed at.

3. I will not be afraid of doing right when the crowd does wrong.

The fourth law is **The Law of Reliability.** The Good American is reliable. Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest, in word and act. I will not lie, sneak, pretend, nor will I keep the truth from those who have a right

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself, and cannot often hide it from others.

3. I will not take without permission what does not belong to me.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

The fifth law is **The Law of Clean Play**. The Good American plays fair. Clean play increases and trains one's strength, and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps or for money. If I should not play fair the loser would lose the fun of the game, the winner would loose his self-respect, and the game itself would become a mean and often a cruel business.

2. I will treat my opponent with politeness.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team and the fun of the game.

4. I will be a good loser or a generous winner.

The sixth law is **The Law of Duty.** The Good American does his duty. The shirker or the willing idler lives upon the labor of others. burdens others with the work which he ought to do himself. He harms his fellow citizens and so harms his country.

1. I will try to find out what my duty is, what I ought to do, and my duty I will do, whether it is easy or hard. What I ought to do I can do.

The seventh law is **The Law of Good Workmanship**. The Good American tries to do the right thing in the right way. The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best posssible education, and learn all that I can from those who have learned to do the right thing in the right way.

2. I will take an interest in my work, and will not be satisfied with slip-shod and merely passable work. A wheel or a rail or a nail carelessly made may cause the death of hundreds.

3. I will try to do the right thing in the right way, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

The eighth law is **The law of Team-Work.** The Good American works in friendly co-operation with fellow workers. One man alone could not build a city or a great railroad. One man alone would find

it hard to build a house or a bridge. That I may have bread, men have sowed and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and will help others do their part.

2. I will keep in order the things which I use in my work. When things are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, and the waste of time and patience.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

The ninth law is **The Law of Kindness.** The Good American is kind. In America those who are of different races, colors and conditions must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps the common life. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will not think myself above any other boy or girl just because I am of a different race or color or condition. I will never despise anybody.

2. I will be kind in all my speech. I will not gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in all my acts. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who do work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

The tenth law is **The Law of Loyalty.** The Good American is loyal. If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life.

1. I will be loyal to my parents. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school and to my family.

And he who obeys the law of loyalty obeys all of the other nine laws of the Good American.

THE DAILY PROGRAM

A good daily program is the most essential element in establishing proper routine in a school room. When well planned, it guides the teacher through the day with no lesson omitted, no recitation too long or too short. The following are important principles in the planning of a program:

1. The time devoted to each subject should conform as nearly as possible to the time apportionment used in the course of study.

2. Each subject should be placed so that the type of activity involved will not be harmful or cause inefficient class work; for example, neither writing nor drawing should follow a recess period.

3. The subjects should be arranged so that different kinds of mental activity come together.

4. The most difficult subjects should be given the best periods of the day. These are the second period following the beginning of school and the period following each recess. For hygienic reasons which are applicable to most school rooms the morning periods are generally considered better than those of the afternoon.

5. Correlation of subject matter should be constantly provided for.

COMBINING CLASSES

The type of school will determine the program. One teacher, two teacher, and three teacher schools justify special attention. From the school having four teachers up to the fully graded school the daily program has the same general form.

The impossibility of teaching all subjects in a one teacher school has long been recognized. The remedy has been miscellaneous re-grouping of pupils and alternating of classes. The evils this developed are irregular progress through school with many subjects omitted, often an entire grade; and an overbundance of written exercises which results in poor penmanship and indefinite thinking.

The plan here presented regroups pupils regularly, and so avoids omitting subjects; and, by thus reducing the number of recitations, partly removes the cause of poor work and indefinite thinking. The plan also provides longer recitation periods than are usually found in a one teacher school. According to this plan, the eight classes in one room school are in four groups. Group one includes grades one and two; all work is given together except reading and number work. Group two includes grades three and four; all classes are combined, except

those in number work. Group three includes grades five and six; all classes are combined, except those in language and arithmetic . Group four includes grades seven and eight; all classes are combined, except those in English and mathematics. For the first year following the introduction of such a plan the subject matter of the higher grade in the group should largely be used. After that the subject matter alternates by years as suggested in the following outline:

Group One, First and Second Grades

All work together except reading and number work. Use first grade plans and add second grade plans in foregoing subjects.

Group Two, Third and Fourth Grades

First Year	Second Year
Reading: Separate classes	Separate classes
Language: Fourth grade plans	Third grade plans
Arithmetic: Third grade plans	Fourth grade plans
Geography: Fourth grade plans	Third grade plans
Nature: Third grade plans	Fourth grade plans
Phonics: Third grade plans	Fourth grade plans
History and Civics: Fourth grade plans.	Third grade plans

Group Three, Fifth and Sixth Grades

First Year	Second Year
Reading: Fifth and sixth grade plans	Read together, if necessary
Language: Separate classes	Separate classes
Hygiene: Sixth grade plans	Fifth grade plans
Arithmetic: Separate classes	Separate classes
Geography: Sixth grade plans	Fifth grade plans
Nature: Sixth grade plans	Fifth grade plans
Spelling: Sixth grade plans	Fifth grade plans

Group Four, Seventh and Eighth Grades

First Year	Second Year
English: Separate classes	Separate classes
Arithmetic	Separate classes
Eighth grade history	Elementary industrial science
General Physics	Constitutional History, National and Local.
Reading	Reading
Sanitation	

SUGGESTIVE DAILY PROGRAM

The following is a suggested arrangement of recitation periods. The extent of help possible in study periods and the planning of definite subjects for study can be arranged from these.

On the first day of school a progam should be made out and placed where all can see it, even though it will probably require changing later. When changes are made, however, they should be shown promptly on the written schedule. A program should be followed as long as it works well, but a change in the order of subjects is sometimes helpful.

A short period early in the day devoted to a review of assignments avoids much idleness and confusion.

One Teacher School.

9:00— 9:10	Opening exercises
9:10— 9:15	Assignment
9:15— 9:30	Development work and language, first and second grades
9:30— 9:45	Nature and language, third and fourth grades
9:45— 9:55	Arithmetic drill, grammar grades; Reading first grades
9:55—10:05	Reading, second grade
10:05—10.20	Language and reading, alternating, fifth and sixth grades
10:20—10:30	Arithmetic Drill—grammar grades.
10:30—10:45	Recess
10:45—11:00	Sanitation, eighth grade, two days per week. Georgraphy, seventh grade, three days per week
11:00—11:15	Arithmetic, grammar grades
11:15—11:25	Reading, third grade
11:25—11:40	Sense training and number, first grade; number, second grade
11:40—12:00	English, eighth grade
1:00— 1:15	Hygiene and nature, fifth and sixth grades
1:15— 1.25	Phonics and word drill, first and second grades
1:25— 1.40	English, seventh grade
1:40— 1:50	Writing
1:50— 2:00	Reading, first grade, followed by seat or blackboard work
2:00— 2:15	Georgraphy and history, alternating, fifth and sixth grades
2:15— 2:30	Reading and music, alternating, fourth grade
2:30— 2:40	Recess; dismiss first and second grades
2:40— 2:50	Arithmetic, third grade
2:50— 3:00	Arithmetic, fourth grade
3:00— 3:15	History, eighth grade.

3:15— 3:25	Geogrophy and history, alternating third and fourth grades
3:25— 3:40	Hygiene and reading, fifth and sixth grades
3:40— 3:50	Elementary industrial science and reading alternating seventh and eighth grades.

Two Teacher School, Primary Grades

9:00— 9:10	Opening exercises
9:10— 9:20	Story, first and second grades
9:20— 9:40	Language, third and fourth grades
9:40— 9:50	Phonics, first and second grades
10:00—10:15	Reading, second grade
10:15—10:30	Reading, first grade
10:30—10:45	Recess
10:45—11:00	Reading, third grade
11:00—11:10	Number, second grade.
11:10—11:30	Writing, second, third and fourth grades; board work, first grade
11:30—11:40	Music
11:40—12:00	Reading, fourth grade
1:00— 1:15	Nature and language, first and second grades
1:15— 1:35	Geography, third and fourth grades
1:35— 1:45	Word drill on reading, first grade
1:45— 2:00	Phonics, third and fourth grades
2:00— 2:05	Games
2:05— 2:10	Board work, first and second grades
2:10— 2:30	Arithmetic
2:30— 2:40	Recess; dismiss first and second grades
2:40— 2:55	Nature, third and fourth grades
2:55— 3:10	Story and art
3:10— 3:30	History and civics, third and fourth grades.

Two Teacher School, Grammar Grades

9:00— 9:10	Opening
9:10— 9:20	Assignment
9:20— 9:40	Reading, fifth and sixth grades; oral English, seventh and eighth grades, alternating
9:40— 9:50	Arithmetic drill
9:50—10:00	Arithmetic, seventh and eighth grades teaching and study
10:10—10:30	History, fifth and sixth grades
10:30—10:45	Recess
10:45—11:00	Hygiene, fifth and sixth grades; sanitation, seventh and eighth grades alternating
11:00—11:15	Music
11:15—11:35	Language and spelling; seventh grade
11:35—12:00	Language and spelling, fifth and sixth grades

1:00— 1:20	Language and spelling, fifth and sixth grades
1:20— 1:35	Arithmetic, fifth grade
1:35— 1:50	Arithmetic, sixth grade
1:50— 2:05	Geography, seventh grade
2:05— 2:20	General science, seventh and eighth grades
2:20— 2:30	Writing
2:30— 2:40	Recess
2:40— 3:00	Nature, fifth and sixth grades
3:00— 3:15	Geography, fifth and sixth grades, three or four days
3:15— 3:30	History, seventh and eighth grades, three or four days
3:00— 3:30	Art, one or two days.

Three Teacher School

The three teacher school is a problem different from the others. The grammar grade department consists usually of the seventh and eighth grades. The program for this department is similar to the graded program. The other departments have three grades each. The simplest organization of the primary department is to have the first and second grades come one half day each, and the third grade all day, though they may be dismissed at 2:30 in the afternoon. Under this arrangement the daily program will follow closely the graded school program for half day sessions. A suggestive program for the intermediate grades follows:

Time	4th Grade	5th Grade	6th Grade
9:00— 9:10	Opening Exercises		
9:10— 9:20	Assignment		
9:20— 9:35		Hyg. Mon., Tues.	Hyg. Wed., Th.
9:35— 9:50	Reading		
9:50—10:00	Penmanship	Penmanship	Penmanship
10:00—10:15			Reading
10:15—10:30		Reading	
10:30—10:45	Recess		
10:45—11:00	Development Work	(Nature, Geog. Hist)	
11:00—11:15		Language	
11:15—11:30	Music	Music	Music
11:30—11:45	Language		
11:45—12:00			Language
1:00— 1:15		Nature, Geog. Wed., Th., F.	Geog. Mon., Tu.
1:15— 1:30	Arithmetic		
1:30— 1:45		Arithmetic	
1:45— 2:15	Supervised study and art		
2:15— 2:30			Arithmetic

		5th Grade	6th Grade
2:30— 2:45	Recess; fourth grade dismissed		
2:45— 2:55	Spelling	Spelling	Spelling
2:55— 3:15			History and Civics
3:15— 3:30		History	

TIME APPORTIONMENT

The following table shows the time (in minutes) assigned to each subject each week in the first six grades. This apportionment was used by the committee as a guide in the organization of subject matter, and is included here that the teacher may use it in making the daily program. The plan provides for 825 minutes per week in the first and second grades, 1350 minutes in the third and fourth grades, and 1500 minutes in the fifth and sixth grades. In the first and second grades, the 825 minutes will permit of half-day sessions. If all-day sessions in these grades are held, the time should be increased by one-third.

	Minutes per week					
	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.
I. Fundamental Skills						
Reading	150	150	225	200	150	150
Phonics	50	50	75	50	50	50
Spelling		30	75	75	50	50
Writing		20	50	50	50	50
Language	25	25	75	100	150	150
Arithmetic	50	50	125	150	150	150
II. Health: Physical Training	50	50	50	50	100	100
Organized play in addition to recess	50	50	60	60	60	60
III. Development Work:	200	175	200	.....	.....	.....
Civics and Morals	.....	.....	.....	50	75	75
Nature	.....	.....	.....	50	75	75
Geography	.....	.....	.....	75	100	100
History, Stories and Biography	.....	.....	.....	50	150	150
IV. Art and Music						
Art and Construction	100	100	200	175	100	100
Music	75	75	75	75	100	100
Free Period	75	50	120	140	140	140

Note—Work in language is part of development work. Time listed for reading is to include both the technical drill and stories and poems.

KINDERGARTEN

I. General Objectives

This outline should be thoroughly mastered by every teacher of primary grades as well as by every kindergartner in the state.

The kindergarten is a **society of children** engaged in play and its varied forms of activity through which the child unfolds his latent possibilities and learns something about his relationship to humanity and to nature.

The aim of the kindergarten is the self-development of the child towards an ideal social life through the use of play, activities and a gradual widening of social experiences.

The home may be able to provide a very rich material environment for the child but it cannot give adequate social stimulus and enough opportunities for experience needed by every young member of society.

The kindergarten is an ideal laboratory for social development; it is a small democracy.

II. Specific Objectives in Terms of Instincts

These instincts and interests will develop naturally from within the child.

The instincts of childhood are:	Objectives hoped for:
1. Be active physically as well as mentally. It is cruel to sting a little child into immobility through fear.	An individual who can move about easily, gracefully and courteously. Respect for law and order.
2. Investigate, explore and satisfy his curiosity.	A fund of valuable truths.
3. To ask questions. The child should ask at least 75 per cent of the questions. He will ask them if only given a chance.	An ever increasing interest in life. Power to answer his own questions.
4. Desire to express his ideas through the manipulation and transformation of various materials.	Increasing power of motor coordination. Originality, power to create objects for play activities; also sympathy for workers. Care of material.
5. A desire to talk—express himself orally—to tell.	Power to speak distinctly and express ideas freely. Some degree of accuracy. Respect for other children's opinions. Some information.

6. Desire for music, songs, stories, rhymes.	Power to concentrate. Appreciation for art forms. Ability to create simple forms.
7. Desire to own property.	Sense of property rights.
8. Desire to be near and cooperate with other children.	Power to lead or follow, to accept and give suggestions, to obey the laws of the group and to play fair. To be a good sport.
9. Desire to serve others. This is very strong in the young child and should be nurtured carefully.	Love of service, some sense of responsibility, power to persevere.
10. The parental instinct.	Sympathy for others.
11. A desire to do, dare and solve his own problems.	Independence and interdependence, courage to try new activities. Faith in his own possibillities and respect for other children's achievements.
12. To master the symbols of reading and number. This desire may manifest itself in the second year of the kindergarten and should be capitalized at the time it first appears.	More independence. Pleasure.

The environment necessary for the satisfying of the child's desires and attainment of desired objectives will be carefully worked out in our outline "Subject Matter."

III. Particularized Objectives in Terms of acquired Habits and Abilities.

These objectives are included in the following tendencies, habits and attitudes that should be gradually acquired by the children.

A. Health Habits.

1. Pupil has clean body—nose, teeth, fingernails, ears, etc.
2. Brings a handkerchief, takes care of it, and uses it properly.
3. Washes hands before eating, and after using toilet.
4. Keeps fingers and materials away from mouth, nose and ears.
5. Covers mouth when sneezing or coughing.
6. Makes a proper use of drinking apparatus.
7. Handles his food as little as possible.

8. Brings no candy or gum to school.
9. Select a suitable chair sits on its correctly.
10. Holds body in erect position when standing.

B. Personal Habits.

1. Comes regularly, and on time.
2. Comes with clean clothes and keeps reasonably clean during recess.
3. Wears an apron when using clay or other materials that soil the clothing.
4. Avoids waste of material, and tidies up his own place.
5. Puts all material away in its proper place as soon as he is through using it.
6. Keeps track of his chair, handles it properly, and keeps it labeled.
7. Responds instantly to signals—or quiet music. Quiet music is a signal for perfect silence.
8. Obeys all rational requests. The teacher should make no unjust requests. If she does the child has a right to disobey.
9. Eats with mouth closed and takes mouthful of right size.
10. Refrains from talking when mouth is full of food.
11. Keeps crumbs on plate while eating.
12. Is careful with books and other materials.
13. Values and takes care of the things he has made.
14. Is reverent at devotion time or on solemn occasions.

C. Social Moral Habits.

1. Is polite on entering and leaving room.
2. Says "please, thank you, excuse me, good morning, good bye."
3. Keeps hands off other people.
4. Is friendly toward other children.
5. Waits for his turn.
6. Is free in helping to create laws and standards of conduct for the kindergarten democracy.
7. Is diligent in executing these laws.
8. Appeals to the teacher for help only when absolutely necessary.
9. Is good-natured when punished for violation of law or under other trying circumstances.
10. Defends himself but does not antagonize other children.
11. Assumes responsibility for social service activities.
12. Performs errands satisfactorily.
13. Is kind to smaller children and kindergarten pets.
14. Is willing to share kindergarten materials and also his own possessions.

15. Allow child who first obtains possession to keep object a reasonable length of time.
16. Respects the property rights of other children and refrains from taking kindergarten material without permission.
17. Helps to keep room and grounds tidy.
18. Is willing to replace broken objects.
19. Faces his audience when he speaks.
20. Addresses comrades as well as teacher.
21. Is willing to listen to other children.
22. Waits until previous speaker is through before he begins.
23. Washes hands before serving. The kindergarten at the University of Utah serves a lunch consisting of a cracker and a bottle of milk each day.
24. Serves from right side. No reaching across table.
25. Takes what is near instead of picking for the best.
26. Holds cup by handle when serving.
27. Finds owner of lost property.

D. Intellectual Habits.

1. Comprehends when addressed in clear, simple English.
2. Expresses himself freely, and asks questions without fear.
3. Speaks distinctly and audibly.
4. Uses no baby talk.
5. Says "Get" instead of "git"; "I have" instead of "I got"; "May" instead of "can".
6. Is free and spontaneous in all activities.
7. Shows initiative in giving suggestions.
8. Is willing to take suggestion.
9. Can plan activities in advance.
10. Sticks to his plan.
11. Concentrates a reasonable length of time.
12. Can detect a limitation and appreciate success.
13. Finds useful occupations when others are finished.
14. Can listen to and interpret simple music with rythmic bodily music.
15. Can interpret music played by band instruments.
16. Can carry a simple melody with or without a piano.
17. Can repeat the popular Nursery Rhymes.
18. Is free in representative play.
19. Dramatizes Nursery Rhymes and simple stories freely.
20. Narrates simple stories.
21. Can recognize his own name when placed on his chair. hook, etc.

E. Motor Skills.

1. Prevents parents and others from putting his wraps on at home.

2. Removes his own wraps and hangs them on his own hook. Each child should be provided with his own hanger at home.
3. Keeps the hanger in repair.
4. Fasten rubbers together with a clothes peg or keeps them in a bag.
5. Takes off and puts on his own rubbers.
6. Moves about freely with ease and without unnecessary noise.
7. Closes doors quietly.
8. Folds the workaprons neatly.
9. Carries liquids carefully.
10. Ties shoe strings, sashes, ribbons, etc.
11. Uses scissors and large needle.
12. Can use spade, shovel, fork, rake, hoe, with some degree of skill.
13. Can hammer and saw.
14. Arranges flowers well.
15. Carries materials without dropping them.
16. Can use the mop to wipe water from the floors.
17. Dusts the furniture neatly.
18. Can wash and wipe dishes.
19. Can run, hop, skip, jump, gallop with ease and grace.

IV. Suggestions Regarding Suitable Subject Matter.

The subject matter must originate within the experiences of the child and culminate in society. The child in its relationship to the basic institution, the home, forms the main line of activity, running through the year. Nature aspects that affect the home are used. "The home life in its setting of house, furniture, utensils, etc., together with the occupations carried on in the home, offers, accordingly, material which is direct in its relationship to the child, and which he naturally tends to reproduce in imaginative form. There is a sufficient variety in the activities, furnishings, and instrumentalities of the home from which the children come, to give continual diversity. It touches the civic and industrial life at this and that point; these concerns can be brought in which are desirable, without going beyond the unity of the main topic. Thus there is an opportunity to foster that sense which is the basis of attention, and of all intellectual gowth, a sense of continuity. These activities are also sufficiently full of ethical relations and suggestive of moral duties to afford plenty of material for giving the child moral training.

Suggestive Detailed Plan for Late Summer:

1. Topics for conversation.
2. Excursions
3. Songs
4. Music
5. Games
6. Rhythms
7. Literature
8. Manual Art Projects
9. Domestic Activities
10. Pictures.

I. Topics for conversation.

1. General peparation in the home for kindergarten and school.

2. Stores that supply clothes, etc.

3. Getting the doll family ready for kindergarten.

4. Detailed preparation in the home each morning. How each child can help to dress and undress, learn to put his clothes away, go to bed early, get up as soon as he is called.

5. How the children come to kindergarten: walk, ride on car, or auto. Time for beginning kindergarten. How the clock helps. Value of being on time. If late what must we do? Signals for circle period, clock, piano.

6. A detailed study of our new home. How can we take care of it. Our parents bought it. Let the children select the work they desire to do. Assign hooks, chairs, etc. Locate different materials.

7. The school building—different rooms. Work of the different people—principal, janitor.

8. The grounds. Locate the different buildings and find out what they are used for. Talk about the play ground, lawns, etc. Visit the school garden and gather seed.

9. The children's homes. Members of our family—mother, father, etc. Work of these members. The children's work. Servants or helpers in the home. Where our homes are located. What they are made of. A brief study of the surroundings. Talk about animals that help; also pets.

II. Excursions.

1. Through the school building.
2. Visit the grounds and garden.
3. Visit some of the children's homes. Why?
4. Some of the stores that supply materials used in getting us ready for kindergarten—shoes, clothes, etc.

III. Songs.

1. By the children:
   Bye Baby Bunting—Crowninshield.

Hickory Dickory Dock—Crowninshield.
Wee Willie Winkee—Crowninshield.
Good-morning to all—Patty Hill Book.
(Children suggest way of changing it.)
Skip to School by Nine—Patty Hill Book.
Let a Little Sunshine In.
Good Morning to the Sun—Child Land.
Pussy Cat—Mother Goose.

2. To the children:

Father's and Mother's Care—Hill.

IV. Music.

Quiet
Vesper Bells
Moon Moths.
Fifth Nocturne.

Victrola.
Baby and I.

V. Representations and Games.

Getting ready for kindergarten—waking up, dressing, washing and combing, eating breakfast. Bidding parents good-bye as the children leave home. Coming on cars or walking, greeting teachers and friends, hanging wraps up, forming circle. Establish definite standards of conduct. Represent other work of father, mother, children. Represent other activities that are discussed during the conversation period.

Games.

Early Monday morning.
Ball games developed from the children.
Circle tag.
Use some of the game periods for free play inside and also out on the play ground.

VI. Rhythms.

1. With the body. Free interpretation.
   a. Run tag.
   b. Picking flowers.
   c. Leap.
   d. Blue Danube.

2. With the instruments.

VII. Literature.

1. Little Sleepy Head (Maud Lindsay: Story Garden).
   Tickety Tock.
   Three Bears.
   Three Pigs.
   Ginger Bread Man.
   The Lovely Moon (Story Garden).

2. Jack be nimble.
   Hickory Dickory Dock.
   Diddle, Diddle, Dumpling.
   Hey Diddle, Diddle.

Finger Plays.

Baby's Shoe.
Open and Shut them.
This is the Mother's etc.
This little boy is going to bed.

VIII. Manual Arts Activities.

1. Fastening frames.
2. Bead stringing.
3. Free play with sand, clay, paper and tiles.
4. Design dolls' clothes.
5. Wash and iron dolls bed linen.
6. Make a dust bag for the dusters.
7. Make furniture for the dolls from wood.
8. Decorations for the rooms.
9. Doilies for lunch.
10. Free play with blocks.
11. Build houses and furniture for the dolls.
12. Free play with chalk.

Illustrate on blackboard or paper the different experiences described or discussed (Mass Drawing.)

IX. Domestic Activities.

Care of doll family each day.
Dust the kindergarten room.
Water the plants.
Keep the yard clean.
Serve lunch.
Care for all materials.
Care of sand table.

X. Pictures.
Baby Pictures.

V. Suggestions Concerning Technique of Instruction.

Self activity is the keynote of the kindergarten. The driving power should be within the child. Development instead of dictation is the method. The kindergarten exists for the child and he should begin to function as soon as he enters.

1. He is to help create the laws or standards of conduct. If this is done the child naturally assume the responsibility of executing these laws. This relieves the teacher of the unpleasant duty of being constantly disciplining. In fact need for discipline almost vanishes. The teacher is called upon only as a court of last appeal.

2. The children should be permitted to assume much of the responsibility for care of their kindergarten home. They should carry this responsibility for several days. A frequent change is necessary in order to give wider experience. We find that the office of "Traffic Police" is very much desired while "Care of the Wash Bowls" goes begging. The child must not shirk responsibility. His comrades usually see that he does his work.

3. The children should help plan the curriculum. Utilize every worth-while suggestion.

4. The modern kindergarten permits much freedom in self-directed projects. We supply the environment and then permit the child to satisfy his legitimate interests. This does not mean that the teacher is to "turn the child loose" while she reads a novel or sews. She must be alert.

a. Ready to help when asked.

b. Ready to give help when needed but not sought.

c. Studying her children.

Record keeping is **absolutely** necessary if the child is to be stimulated along proper lines and if the teacher is to be able to record progress along the lines listed in "Desired Objectives." A loose-leaf book with index tabs which have the children's names along the edge makes it easy for the teacher to keep a record.

5. The teacher should choose some of the projects. She stimulates the children to wish to make a similar project or to co-operate with her in making hers, then the group works out the "How together." e. g. The teacher desires a jar of Narcissus plants for decoration and she secures some bulbs. She has the sack of bulbs and arouses curiosity by letting the children feel of the sack.

6. Children should test their projects. If a kite is made it should be taken outside.

VI. Tests and Means of Determining Whether Objectives Have Been Obtained.

1. A Tentative Inventory of Habits by Dr. Agnes L. Rogers, Bureau of Publications, Teachers' College, Columbia University, N. Y. 30 cents.

2. Pintner-Cunningham, Mental Test, World Book Company, 2126 Prairie Ave., Chicago.

This test has been created especially for kindergarten children.

VII. Suggestive Books. (Not officially adopted.)

I. Theory.

1. Misunderstood Children by Harrison—Deseret News Book Store.
2. When Children Err by Harrison—Deseret News Book Store.
3. How To Know Your Child by Harrison—Deseret News Book Store.
4. Social Education by Scott—Ginn & Co., Chicago. Read two chapters on Self Organized Group Work.

II. Songs.

1. Crowninshield: Mother Goose Songs—Deseret News Book Store, $1.00.
2. Child Land in Song and Rhythm, Book I, Arthur Schmidt, 120 Boylston Street, Boston, $1.00.
3. Child Land in Song and Rhythm, Book II, Arthur Schmidt, 120 Boylston Street, Boston, $1.00.
4. Primary Melodies by , Ginn & Co., New York.
5. Thirty-six Songs for Children by C. C. Birchard & Co., Boston.

III. Literature.

1. A Story Garden for Small Children by Maud Lindsay, Deseret News Book Store.
2. The Story Teller by Maud Lindsay, Lothrop, Lee & Shepherd Co., Boston.
3. All About Johnnie Jones by Carolyn Berhoeff, Milton Bradley Co., 20 Second Street, San Francisco, Calif.
4. Peter Rabbit by Beatrix Potter, Henry Altemus Co., Philadelphia.
5. Little Black Lambs by Helen Bannerman, Frederick A. Stokes, N. Y.

6. Little Black Quasha by Helen Bannerman, Frederick A. Stokes, N. Y.

7. Little Black Quebba by Helen Bannerman, Frederick A. Stokes, N. Y.

8. Little Black Mingo by Helen Bannerman, Frederick A. Stokes, N. Y.

9. Elephant and Zoo Man by C. E. Kilborne, Penn. Pub. Co., Philadelphia.

READING

For Teachers:
1. Manuals and Helps accompanying each set of basal readers.
2. Watkins' How to Teach Silent Reading to Beginners.
3. Wells' Project Teaching.

Objectives in Teaching Silent Reading

(a) A proper understanding of the nature and function of Silent Reading in grades above the second.

1. Silent Reading means the effective increase of Rate and Comprehension.
2. Comprehension is NOT merely reproduction.

(b) Authorities assert that successful increase of RATE AND COMPREHENSION requires—

1. Special, appropriate and varied materials—
   Inspiration and appreciation
   Instruction
   Information
   Practical Thought Tests
2. A special, definite method for stressing RATE AND COMPREHENSION.

(c) The increase of RATE AND COMPREHENSION is the most valuable power which can be given to pupils—affects all school subjects and all reading after leaving school.

(d) Thousands of reliable reports and tests prove that the reading power of any class may be doubled in one year, affecting a saving of time and money.

(e) To keep in mind that reading more rapidly and with greater independence is the highest form of self activity.

(f) To keep in mind the three kinds of necessary reading—

1. The literature for inspiration and ideals.
2. Reading for instruction.
3. Reading for information.

(g) To remember that lip moving, word calling, and oral reading prevent an increase of RATE AND COMPREHENSION.

INTRODUCTION

There are two approaches to reading in common practice. The one seeks to gain the objective by the phonetic-word-study method;

the other, by the introduction of the sentence as the starting point. The notion of the former seems to be that the child gets the thought through the word; in the latter the assumption is that the child acquires knowledge of words through the thought expressed in the sentence as a whole. In other words, children learn the meaning and use of words not by a study of isolated words but through their functional use in sentences. If the child's attention is directed to single words or even phrases as separate and distinct entities, he learns to name what to him are in reality meaningless symbols, and he acquires the "word-calling" habit instead of acquiring real reading ability.

We learn most by the functional use of any tool be it physical or mental. And so with the child. He acquires meanings of words through the context and not the context through a study of separate words. Words have different shades of meaning according to the sentences in which they are used in oral discourse according to the way they are spoken by the user.

Oral reading in the elementary school has been very much overdone. At one time it was regarded as being of primary consequence, because at that time there was a distinct social need for it. Before the days of the daily newspaper, the specialized magazine, and books adapted to the needs of each member of the home group, in the days when books were scarce, the family came together in the evening and one member read aloud while the others listened. Times change but the practices to which they gave rise tend to persist. And so the fetish of much oral reading in the grades has continued long after the practical needs for it have ceased to exist. There is very little social need for training in oral reading at the present time. Consequently, its use in the primary grades must be justified from an entirely different point of view. Its use there serves as a means by which the teacher gets the child into the situation of silent reading. When that has been accomplished, oral reading has served its primary purpose. Oral reading should be considered a less important objective in itself; it should function more as a means to the more important objective thoughtful silent reading. By means of oral reading the teacher is able however, to keep a check on the child's progress until this end has been achieved.

FIRST GRADE

General Objectives.

1. To stimulate thinking—the first experience a child should have in reading is thought getting.
2. To quicken the pupil's memory and moral powers—to control behavior.
3. To increase the imagination by the description of scenes and persons.

4. To give pleasure.

Specific Objectives.

1. The cultivation of the desire to read.
2. The ability to interpret and to comprehend the meaning of what is read.
3. Ability to pronounce words promptly and correctly.
4. Ability to tell the story in connection with nature, observation, health and literature talks.

Basal Readers:

Natural Method Primer
  Teachers' Edition
  Students' Edition
Natural Method First Reader
Free & Treadwell Primer and First Reader
Story Hour & First Reader
Winston, Primer and First Reader
Elson Runkel Primer (revised edition)
Elson Runkel First Reader (revised edition)
New Barnes' Primer and First Reader
Every Day Classics, Primer and First Reader
Bolenius Primer & First Reader
Studies in Reading, Primer & First Reader
  Additional Primer.

For supplementary readers, see book list adopted by State Text book Commission.

Subject Matter for First Grade:

There are four sources of subject matter for reading in the first grade.

1. Interesting everyday experiences based on the child's own activities.

2. Stories told or read to the children. These may be animal or nature stories, humorous stories; folk tales and fables; cumulative tales or Mother Goose rhymes.

3. Reading books and supplementary socialized reading material. Several primers should be provided, so that children of varied ability may have as much reading material as they can profitably assimilate. If supplemental material is limited, ask children to bring old readers (large print) or nursery books, which they may have at home. Children should be induced to read street signs, price lists, guide posts, warning signals, and to understand the purpose for which the signs

were made, such as House for Sale, Rooms for Rent, Welcome, Keep off the Lawn, Post No Bills, Dumping Ground, Measles, Boy Wanted, No Peddlers Allowed, Closing Sales, Keep to the Right, etc.

4. In addition to these three sources of subject matter there is a fourth—motivated silent reading. Among the subjects suggested for this are: Action reading, directions for playing a game; directions for a project or for the construction of an object to be used in carrying out a project. Care should be taken to choose sentences that the pupils can read easily. In this way many monosyllabic action sentences may be given at various times of the day when children are in need of exercise. Such reading gives opportunity for the doing of things and the play idea is carried over into a meaningful activity. These sentences evolved gradually and with care come in time to take the place of the spoken word. When written upon the board with the child's name that pupil proceeds to do as requested, having silently read as teacher wrote upon the board.

Selection of Methods.

The sentence or thought-getting method is the one best suited to the needs of the child in his first attempts at reading. He prefers a whole thought. When giving expression to something of interest he speaks without hesitation and with the best of expression. In reading of this kind he must interpret whole sentences. The sentence method is followed by the phrases and words and that in turn by phonics. The three are interdependent and there should be a constant moving back and forth among them.

Most of the published series of readers contain teachers' manuals which give directions for teaching each of the reading lessons during the first few months in the first grade. These manuals contain excellent lessons and materials which will give the inexperienced teacher a concrete idea of a skillful beginning in teaching reading. First grade teachers should understand before beginning their work which of the readers will be used as a beginning book and should make a careful study of the manual designed to accompany the book selected. When the second book is taken up, the second manual should be compared with the first manual, and the instruction so modified as not to conflict in any particular with the method outlined in first manual. In general that method is good which subordiates the mechanical elements to the content and at the same time develops the technique of reading to a degree of skill that facilitates interpretation, comprehension and speed.

Pre-Primer Blackboard Reading and Chart Reading.

No time for beginning to read from books can be definitely fixed. The time suggested is from four to eight weeks. Teachers should plan

to include in this work the vocabulary found in the first reader to be used.

The teaching of this vocabulary should consist of blackboard reading and chart reading based on action words, incidental reading, and nursery rhymes. The skill acquired in preparation of this kind enables the children to begin the reading of simple book material with fluency and comparative ease.

Mechanics, or training in the the independent phonetic analysis of new or unfamiliar words, should be conducted in separate periods.

Procedure in Pre-Primer Work

1. Oral Story, game, rhyme or experiences. Fixing the vocabulary.
   a. Teacher tells story.
   b. Conversation on subject matter.
   c. Individual children repeat the story, repeating the sentences literally.
   d. Playing and dramatizing.
2. Board Work.
   a. The essential thoughts in proper sequence, written on the blackboad. Eye training. Establishment of relations.
   b. Children learn to recognize by position, (1) the lines and (2) the phrases and principal words in the story which they have made up. There should always be continuity of thought rather than miscellaneous lot of sentences.
   c. Recognition of the sentence is the first step. Individual children read sentence in answer to a well formulated question by teacher, not word by word, but as a whole. Teacher draws pointer along the sentence to establish correct eye movement.
   d. Sentence is divided into phrases or thought group.
   e. Children recognize phrases and single words by position in the same sentence.
   f. Recognition of words by comparison.
   g. Independent recognition of words.
   h. Drill in re-arrangement of words.
   i. Reading of the whole.

Beginning Book Reading:

After four to eight weeks of development work, the children are ready and eager for the much cherished and promised books. The chart and blackboard lessons should lead up to the primer, so that for

several days after children begin the primer they will meet familiar words in slightly different relations.

Much easy reading is better than a few pages of difficult reading. It is best then to use two basal books at the same time, one in the forenoon and the other in the afternoon as the change from easy to difficult reading is too great in any one book to follow it page for page.

Steps in reading from the book:

There is no one and only orthodox order of presenting the lesson. The one most commonly used by successful teachers is as follows:

1. The oral story told in an informal, animated and sympathetic manner.

2. The reproduction of story in dramatization.

3. Conversation based on the story, accompanied by blackboard work to assist the children with the teachnical difficulties they may encounter in the text.

4. Finding sentences, phrases and words in the text.

5. Word study, sight and phonetic.

Silent Reading.

Oral reproduction in answer to questions. The children are to ask questions on what was read and be responsible for the correct statement of the answers.

They may perform an action or carry out instructions to show correct interpretation of the silent reading.

Oral Reading

Gradually increasing from one sentence to two or more, then to a paragraph, and to an entire story.

Subordinate Phrases of Work in Reading, Paralleling Reading for Word and Phrase Drills:

Drill recitations should be short and spirited, otherwise there will be a tendency to fatigue and monotony.

"Drills on sentences, phrases and words become necessary but should be of a sort to associate form and meaning rather than to make form an end itself."

"Five minutes a day spent in thorough and systematic work will accomplish more than twenty minutes of listless activity."

Much reading on a low gradient is better than many word drills.

Purpose or Aim of Word Drill:

To develop rapid and correct recognition of words.

To enlarge the pupil's vocabulary.

To enable the pupil to recognize the printed words as symbols for the ideas and vocal images which he already knows.

To insure correct interpretation and comprehension.

Suggested Games and Devices:

1. Matching words, phrase or sentence groups. The object is to teach the child that certain symbols, regardless of position, size or color always represent a certain word.

   Have a period separate and distinct from the reading lesson for word study and vocabulary drills. The same words must be recognized in many new connections.

2. Children when called upon recite the words or phrases on cards that are rapidly flashed in turn.

3. Word or phrase cards are placed along the blackboard ledge. Two children are competitors. The teacher or some selected child gives a word. The competitors who have pointers strive to be first to point to word or phrase; the one one who does so scores one for each word called. The winner is rewarded by calling words to be found by the next two players.

4. As cards bearing words or phrases are exposed by the teacher, the children called upon say the word or phrase and give a sentence from the reader, story or their own experience containing the word or phrase group.

5. For further games and devices see, "Reading and Phonics for Primary Grades", Page 20.

SECOND GRADE

Objectives

To develop the ability to comprehend accurately.

To establish correct habits of association of words and their meanings.

To acquire the power to analyze words having common phonetic elements and from their elements to reconstruct new words.

Attitudes, Interests, Tastes:

A desire to read.

An interest in the ability to increase the sphere of social experience.

Reading for pleasure.

Appreciation of good literature.

By the time pupils have reached Second Grade, reading should have become a pleasure. Reading should never become a mere rote or mechanical exercise; the thought-getting objective must always be present.

Children should not be allowed to plod through sentences, parapraphs and lessons in a way which invariably discourages improvement and causes gradual deterioration. All work should aim to put the class into the atmosphere required by the selections so that the reading may be fluent, intelligent and spirited.

If pupils have been poorly taught in First Grade and if they read in a listless monotone, the teacher must not expect to change the results by formal corrective work. Bad habits will be eradicated only by supplying an abundance of reading of interesting child classics, separting formal word study from the reading proper. Fluency in reading is stumulated by the teacher asking questions which are answered in the reading. Whole phrases or thoughts are read in response to such questions. Much reading improves ability. **We learn to read by reading.**

Method

1. Reading as related to history, nature study, health habits, literature, to be adapted to the children's needs and interests.

2. Selected lessons in the second half of the First Readers should be briefly reviewed during first few weeks of school.

3. Avoid attempting too difficult material, thereby discouraging the pupil and thus destroying interest. Encourage much sight reading of simple material from supplemental books.

4. Use one of the basal texts for morning period and different reading materials for afternoon period. The afternoon period should embrace much oral and silent reading of easier material so as to increase rate, fluency, and fix the habits initiated in the morning exercise. This reading should be as varied as possible.

Suggestions for comprehension or silent reading exercises:

1. Teacher reads or tells parts of interesting stories; then leaves the books where the children can get them. Why?

2. Have table or shelf in the room with attractive books suited to the stage of development and varying interests of the children. Allow pupils to go to the table when not otherwise engaged.

3. Pupils read to find answers to questions.

4. Read the exact words of a certain character in the story.

5. Permit the children to show by action or by picturing what they have gathered silently. When the story as a whole has been actually lived by the children, they are ready to read it.

6. Read the story to find which characters are liked the best, which are the funniest, the saddest, etc.

7. In stories such as "The Pig and the Hen," read the selection to find out who quarreled, what the quarrel was about and the best way to end the quarrel.

8. Read a story to plan scenes and characters for dramatization to be given at a school assembly or before the pupils of another room.

9. Use short exposure sentences, phrases, and word drills to get quick recognition, and increased rate in silent reading.

10. Illustrate stories with free hand cuttings or drawings to clarify thought.

11. Change the ending of a story. Class decides which ending is best fitted for the story.

For further details see "Reading and Phonics for Primary Grades."

Basal Readers:

Natural Method Second Reader
Story Hour Second Reader
Free and Treadwell Second Reader
Elson Second Reader
Every Day Classics, Second Reader
Bolenius—Silent Readers—Book Two
Winson Reader—Book Two
New Barnes Reader, Book Two
Studies in Reading, Book Two

For required supplementary readers see book list adopted by State Textbook Commission.

THIRD GRADE

Objectives

(See objectives of preceding grades.)

To apply the newly acquired facts and words to a varied and enriched content so that children may appreciate their growth in power and see the relation which it bears to their reading ability.

The mechanics and the process of reading should be fairly mastered by the close of the third year.

Pupils in this grade must not only read fluently, but intelligently.

More attention should be given to silent reading than in the first two years. There must be a growing power to interpret the printed page which can be secured only by specific and systematic training in getting thought.

In Third Grade, children should show a marked advance in the rapid recognition of words in phrases and sentences, in reading groups of words at a glance, and toward the end of the year, should grasp the gist of a paragraph at a glance.

Sometimes a pupil may read a selection to the whole school as an opening exercise when the subject is one of interest to all or suitable to the day or season. In this way much extra reading may be done without loss of time or hurried searching for the selection desired and at the precise moment when it will be most opportune and effective. Incidentally, it will do as much for the teacher as for the pupils and will prevent the reading from becoming formal, mechanical, and purposeless.

Silent Reading

It is suggested that two kinds of silent reading be conducted:

1. Intensive study of a difficult selection during the recitation period. Discussion of words and their meaning, of points that are confusing, of situations which bewilder, as an aid to clearer understanding. (Basal Text.)

2. Rapid reading of relatively easy selections. Reproduction to test thought getting, reading parts in response to questions, oral telling. (Supplementary reader.)

Oral Reading

Oral reading is a social exercise and a social motive should be provided to stimulate the desire to read. Unless the motives which prompt speech in real social intercourse are present during oral reading, most of the children's renditions will lack enthusiasm and sincerity.

See "Reading & Phonics for Primary Grades", pages 27, 28, 29, 30.

Helpful Suggestions

1. Materials related as closely as possible to the child's interests and experiences.

2. Selections from myths, hero tales, nature lore, stories from other lands.

3. Poems, anecdotes, and short stories from books and standard periodicals.

4. Hearing, reading, learning, and reciting poems. Stories retold and dramatized.

5. Dramatic dialogue reading continued as in Second Grade.

6. Encourage a motive for oral reading by individual pupils.

7. Child to make his own choice of books as he makes his own choice of friends. Make the environment direct his choice. Keep up fresh interest through new kinds of work and material adapted to the children.

8. Read stories of animal life as presented by best authors.

9. Read pages of simple material, not merely a few sentences or paragraphs.

10. No interruptions for criticisms. Reserve until reading is completed.

11. Teacher should not always follow the book, page by page. Select seasonable reading materials. Allow child to follow his own choice from time to time. Gratify varying tastes in reading.

12. Thoughtful help should be given to the child who is struggling with difficult words rather than to tell him to be seated and study his lesson or to stay after school. Discussion of words and their meanings, of situations which bewilder, as an aid to clearer understanding.

Basal Textbooks:

Natural Method Third Reader—Method
Story Hour, Third Reader.
Elson Third Reader
Bolenius Third Reader
Winston Third Reader
New Barnes Third Reader
Everyday Classics Third Reader
Reading Literature, Third Reader
Studies in Reading, Third Reader.

For required and optional supplementary readers, see the book list adopted by the State Textbook Commission.

FOURTH GRADE

Objectives

To broaden the pupil's experience through extensive silent reading.

The cultivation of the desire to read an abundance of interesting material.

To establish the reading habit through motivated subject matter in connection with history, nature, geography, etc.

Helpful Suggestions:

1. Select parts of a story or poem that make pictures. First get setting of poem by reading as a whole. Eradicate speech difficulties through discussion of words and their meaning. Have pupils go to board and put on pictures they see in different paragraphs. Allow them to open books and read parts that were pictured on blackboard.

2. Read quickly to reproduce ideas of a paragraph or short story. For this work, easy reading material should be used.

3. Find author's aim or purpose in a selection. For example, if a child takes a certain view of a character in a selection he should support his view by showing what the author said of the character, what the character said and did, etc.

4. Imagination plays an active part in the ability to read well. The best oral readers will be those who can readily picture the scenes which the words suggest. This ability will be quickened by encouraging pupils to get the thought and to put themselves into the situation. At this point dramatization may begin.

5. Encourage humorous readings. Wholesome fun is catching, hence the teacher must see the "funny side" in order to help pupils enjoy selections. Such books as Jackson's "Letters from a Cat," Warner's "How I Killed A Bear," and "Pinoochie," bring out the developing sense of humor.

6. Select much reading of simple interesting material as an effective means of increasing the rate of reading.

7. Encourage pupils to bring to school items of information or news or jokes to read to the class. Allow them choice in their reading materials, thus gaining an insight into the tendencies and interests of individuals and of the class.

8. Speed up "laggards," but not at the expense of the class. List pupils according to their ability to think and definitely work

toward eradication of difficulties, through use of phonics, simple reading material, word study, and drills for speech control.

9. Careful preparation for the study of reading should be made before study begins. This should be done by questioning to awaken the interest, by explaining difficult words, phrases, paragraphs, and situations that bewilder. The study of new and difficult words, singly and in phrases, should be continued only as needed. Time given to the discussion of content helps interpretation. All work should aim to put the class into the atmosphere of the selection so that the reading be fluent, intelligent, and spirited. It is a good plan to use the group system, dividing classes in to small sections in reading. This gives opportunity for individual attention to the slower pupils.

10. While position is of minor importance, a child should not read in careless position. Do not insist on a stiff "heels-together, toes-on-the-line position," but train the child in correct habits of standing while reading, in other words, the hygienic factor must never be forgotten.

11. Occasionally the teacher should read to her pupils. This should not be abused, however, as the chief aim of the teacher is not to show by example how to read, but to call the minds of the children into strong action through the stimulation of the author.

12. When the mechanics of reading have been mastered sufficiently to do independent reading, let the pupils prepare stories to tell to the class, as a test in reproduction and thought-getting, reading orally parts indicated by questions—by outlines.

13. Do not confine reading to text books. Frequent practice should be required in sight reading from other books. Material should be suited to child. Give pupil the best literature and plenty of it. Let him bring books from home to read the pupils of the class.

14. Choose selctions that present real or possible situations; or situations that present some truth; situations that develop imagination and interest and at the same time provoke thought and mental grasp of realities. Read real literature that is worth careful study, or read for information that which is worth remembering, not that which must be forgotten and discarded.

Basal Textbook:

Natural Method Fourth Reader
Studies in Reading, Fourth Reader
Winston Fourth Reader
Elson Fourth Reader

Reading Literature, Fourth Reader
Story Hour, Fourth Reader
The New Barnes Fourth Reader
Bolenius Fourth Reader
Everyday Classics, Fourth Reader

For required and optional supplementary readers, see book list adopted by the State Textbook Commission.

FIFTH GRADE

General Objectives

To broaden the pupil's experience through extensive silent reading.

To read for inspiration.

To get pleasure.

To acquire a fund of general information.

As a child advances in the grades the amount of silent reading increases and the need of oral reading decreases. At least half of the time devoted to reading should be devoted to silent reading in Fifth Grade. Thought-getting or interpretation becomes increasingly important here.

Specific Objectives

During the fourth and fifth grades pupils should be taught to understand selections of increasing difficulty and they should be trained to utilize reading ability in different ways. The following are illustrations:

The pupil should have the ability:

1. To read intelligently and to interpret what he has read to others.
2. To tell why he likes certain selections better than others, thereby giving the teacher a chance to lead him to get ideas and thoughts from selections he did not like so well.
3. To use books and magazines to secure information which will aid in the solution of a problem or in answering questions.
4. To get the motives or feelings that moved the author to write. Not every one would write "The Village Blacksmith." Why did Longfellow write it?
5. To discover new problems in regard to a topic on geography or history.

6. To read so understandingly as to grasp the central thought of a selection.
7. To see with the mental eye the pictures portrayed and in imagination to share the experiences of the persons represented, or at least to realize that those experiences are such as he or others may actually have.
8. To make an outline of a story for reproduction.
9. To determine meanings of words from context and use dictionary to find further information.
10. To select questions from text to use in class discussion.
11. To discuss relative importance of statements.
12. To skim a story quickly to find a number of things.
    Example: Find five things that Robinson Crusoe did while on the island.

Suggestions for Accomplishing above Objectives:

1. Interest pupil in some certain author, and have him read as many selections from that author's work as possible.

2. Keep record of books read in order to ascertain interests and extent of reading ability.

3. Often, when there are several sets of supplementary readers in the library, several versions of the same story may be found. These will add to the interest.

4. Bring in and discuss American pioneer stories. These win approval on account of the out-door life, the spirit of adventure, the greatness of the struggle, the sacrifice and the bravery depicted.

5. Supply the reading table with tales of heroes, as they embody ideals of daring, strength and loyalty which appeal to the child mind.

6. Encourage pupils to form the library habit. Children in this grade should have a library card and be encouraged to report occasionally on what they have read.

7. Bring in clippings and pictures for language, history, or geography books.

8. Bring in and discuss such magazines as "Youth's Companion," "Nature Study Review," and others.

9. Post class standards and class mottoes and encourage pupils to work toward them.

10. Miscellaneous books should be obtained from the Public Library as "Classroom Libraries," to supply leisure time reading at school and at home.

11. Memory work should be continued in this grade as in preceding grades. By the end of the sixth grade, children should know many of the world's best selections of lyric and pastoral poetry. Before a child attempts to memorize a poem it should be studied very carefully as a class exercise. Questions should develop meaning so that the poem may present a story as clearly as though it were stated in prose.

12. In this grade the rate of reading should approach that which probably will be the individual's adult rate. It is therefore important that the teacher give poetry and prose, informal reading, and literature, that the maximum speed consistent with a high level of comprehension be established for each individual and to that end constant training in silent reading is necessary.

Basal Textbooks:

Natural Method Fifth Reader
Studies in Reading—Fifth Reader
Bolenius Fifth Reader (Silent)
Lewis and Roland Fifth Reader (Silent)

Co-basal Textbooks:

Wheeler's Graded Literature, Book Five
Holton-Curry Fifth Reader
Story Hour Readers, Book Five

For repuired land optional supplementary readers see book list adopted by the State Textbook Commission.

SIXTH GRADE

Objectives

The aims of the fifth grade should be continued in the sixth, inviting more definite thinking and concentration on what is read.

Provision for an abundance of material should be made so as to enlarge the field of interest and attempt to satisfy the intense desire for varied reading.

Here stories, classics, artistics prose and poetry, outdoor books and general fiction should be put into the pupil's hands.

Directed study is fully as important here as it is in the lower grades. Pupils need suggestions as to where and how to find the helpful material which will add interest and make clear many difficulties.

If the right reactions are to be expected from pupils, the teacher must have a sense of appreciation, must get the feeling of the author and must be aroused by noble sentiments. The range of the children's reading at this age should increase materially. They should have access to tales of travel, biography, history, and many other types of reading. Stories related to geography should be read by the class. Pupils of this grade are able to grasp the ethical idea conveyed in stories and other forms of literature.

In selecting prose or poetry for memorizing, remember that the object of the exercise is not only to cultivate verbal memory, but also to lead to the appreciation of the beauty of thought and expression, and to leave in the mind sentiments that will enrich and enoble life.

Suggestions for Comprehension or Interpretation:

1. Find author's purpose.
   a. To entertain.
   b. To interpret some period of history.
   c. To represent the character and actions of certain people.
   d. To develop some philosophical truth.
   e. To teach a moral lesson.

2. Dramatization to aid in good oral interpretation and self expression. (Dramatization belongs to all grades. Children should be encouraged to give pleasure to others by dramatizing at community entertainments, parent-teachers' meetings, or assembly. This should be an out-growth of the regular school work.)

Alice Merrill Horne's "Columbus Wesward Ho!" is at once historically sound and a charming work of art.

3. Train pupils to work out questions for class discussion. This gives an opportunity for clear logical thinking, why the persons in the story act and talk as they do and why the events happen as they do.

4. Describe and compare characters.

In every story there is usually one person, and sometimes two or more in whom the interest centers. The reader becomes acquainted with the characters of the story in three ways: (a) by the description given by the teacher; (b) by the conversation of the characters with each other; (c) by the action, the things which the characters do.

5. Read to find the plot of the story.

The plot generally concerns the persons or characters represented.

6. Reading so as to read to others.

Choosing and studying a story to read to a lower grade or at a school assembly. Every pupil should at sometime read to others. for special occasions the class may choose the reader.

7. Individual home or ouside reading. Each child with a book chosen either by himself or the teacher studies to make a written report of his opinion of a story.

8. Rapid reading to answer a specific question. One pupil asks a question and calls upon other pupils to answer from the text.

9. Read to find favorite verse. One poem may be highly imaginative while another may be simple narration. The language of the poetry should also be considered.

10. Use some large reading units where children read from all available sources to get information on whatever topic or problem they may be studying, as, "Give evidences to show that Utah needs South American products."

11. Relate material to children's experiences. The teacher must make thorough preparation for each lesson. If this important matter is kept in mind, many things encountered in the daily experiences of children will afford excellent illustrations and suggestions.

Basal Textbooks:

Studies in Reading, Sixth Reader.
Bolenius Sixth Reader (Silent)
Lewis and Roland Sixth Reader (Silent)

Co-basal Textbooks:

Wheeler's Graded Literary Readers, Sixth Reader.
Holton-Curry Readers, Sixth Reader.
Story Hour Readers, Book VI.

For required and optional supplementary readers, see the book list adopted by the State Textbook Commission.

PHONICS

Objectives:

1. To supply the phonetic sounds of letters in words which children desire to know in their group of individual reading.

2. To give a means of attacking new words and to promote correct enunciation, articulation, and pronunciation.

3. To discover and correct speech defects.
"For the porposes of early reading only the simplest exercises in such comparing and contrasting of sounds as may be helpful in attaining satisfactory articulation, recognition of similarity of sounds in different words, rhyme recognition, etc., are

needed, and they should always be had at a time apart from the reading time incidentally anticipating the difficulties that the reading may present."

"Children should be led to realize that phonic mastery means better speech and independent reading. The new attitude which the children will take toward ensuing lessons dispels the seeming drudgery and guarantees active co-operation and interest in personal progress."—Klapper, p. 114.

General Suggestions on the Teaching of Phonics

1. Phonics should not be introduced until pupils have a fair sight-reading vocabulary. If started too early it is likely to defeat the very thing for which we are most diligently striving—training the children to get throught from printed pages.

2. There is no special time set for connecting the phonic work with reading. Phonics is introduced incidentally as the need is felt for it. All teachers should, however, make use of the child's knowledge of sounds by the end of the first half of the first year. As the knowledge of sound increases, the word method drops out of sight.

3. After this phonetic words are to be taught by means of the combination of phonograms. These should be placed on the blackboard and pupils should be drilled in their recognition. When the pupils have learned to recognize the phonograms they will have no difficulty in blending and combining them into words. Teach the sound elements by having the children discover them in sight words already taught.

4. Begin phonics apart from the reading lesson. Oral reproduction of nursery rhymes serves as a starting point for the purpose of establishing the habit of recognizing identifies in a series of words.

5. The literature of a story must not be sacrificed or reduced to a mechanical process through the use of phonics.

6. Phonetic training involves ear, eye, and voice. Keep this clearly in mind and give exercises in correct pronunciation of words and to the proper placing of the vocal organs.

7. No diacritical markings in First and Second grades.

8. Care must be taken lest the devices in the teaching of phonics prove so fascinating that they overshadow the point of the lesson.

9. Phonics is simply a device for making the child self-reliant and independent.

10. Care must be used not to confuse the sound and the letter.

The sound must be dwelt upon until familiar to children. When sound is clear, the name of the letter can follow.

11. There should be much variety in the forms of drill in phonics. Small children cannot keep their attention long on one thing.

12. As soon as possible get the children beyond the necessity of sounding aloud the separate letters. If you attempt to sound "w" by itself you can only give the vowel sound "oo" as heard in "boot." Its consonantal sound can only be given in combination with a following vowel sound.

13. Both review work and new work should be given daily. Through words of reading lessons lead children to recognize the known sounds, initial and final consonants, and then the elements in the phonogram. Word building may be begun as soon as the children have learned enough sounds. Application of phonics to reading may be begun as soon as children know the written symbol in words for the separate sounds they have been learning through ear and lip.

14. It is well to remember that as isolated material phonics has no more virtue than the alphabet. It is only in its application to the recognition of new words that it has worth. It was never intended as anything but a means to an end. Its purpose is not to reduce reading to a mechanical process, but to discover and correct speech defects, to secure clear enunciation, to train the ear, and to make children independent in the mastery of new words.

FIRST GRADE—FIRST HALF YEAR

The following outline is suggestive:

1. In this grade the year's work will consist of long and short vowels, consonants, and simple phonograms. Sounds of consonants should be taught first, then vowel sounds, short first, then long blendings and double consonants following.

2. Phonics grow out of the reading lessons as in it, and, an, ill, in, at ak, en, all, un, ed, ell, am, ing, ack.

It is wrong to impose upon the child the task of memorizing phonograms before he has met them in his reading lessons.

Ear Training:

1. Training the ear to hear the beauty of words in rhythmical poetry.

Comparison of words that sound alike in rhyhmes:

Jack and Jill
Went up the hill

Jack fell down
And broke his crown.

"I have a little sister,
They call her Pretty Peep;
She wades in the water
Deep, deep, deep."

2. Pupils name words that rhyme with a given word. Accept only those words that have meaning:

bad	had	sun	pun
lad	pad	run	nun
sad	mad	bun	fun
dad	fad	gun	

In such exercises the child soon discovers without explanation that changing the initial consonant changes the word.

3. Several pupils may be called, one at a time, to name words that begin with the same consonant sound, such as: fun, fine, find, fat, fist, fill, fell. All the initial consonants may be taught in the same way.

4. Analysis of known words by slow pronunciation, such as:

Clap your hands.

Skip to me.

5. Associating sound with written phonogram as in the word, sing.

6. Pupils name words that begin with the same consonant sound, as:

find	fat	fly
fill	fell	fast
fan	fun	family

7. Teacher says the words, pupils listen for the sound. Tell me what sound you hear first:

mine	man	mill
mat	must	make
made	milk	mat

8. Teacher writes word "seed" on board. Pupils pronounce. Erase "s." What has gone? What is left? Write "f" in the place of s. What does it say now? This drill may begin early and may be rapidly extended. All the initial consonants may be taught in the same way.

Second Half Year

The progression is to distinguish the combination of sounds in words which the child already knows.

Long vowels and the following phonograpms: ad, id, od, ud, ed, ot, ut, ig, ame, ike, up, old, ight, ade, im, ust, ent, ock, atch.

1. Building and bending of the above named phonograms or "keys."

2. Making word lists independently.

3. Repeating of Jingles to increase flexibility and strength of lips and tongue.

"One, two, three, four, five
I caught a hare alive,
Six, seven, eight, nine, ten,
I let him go again."

4. Visualizing: charts, flash cards, blackboard and pictures.

SECOND GRADE

1. Supplement and review work of First Grade.

2. Phonetic lists suggested by the reading lesson.

3. Building and blending of phonograms and initial sounds.

4. Comparisons of words for the purpose of differentiating the long and short sounds of vowels, showing that final "e" makes the vowel say its own name.

5. Ear and eye training continued as in First Grade.

6. Visualizing: Perception cards, blackboard lists, continued as in First Grade.

7. Making word lists independently.

8. Word building by writing two words as one, such as sunshine.

9. Drills for speech control, such as:

"Mary's mama had many mice.
The mice made much muss."

10. Individual work to correct speech defects, and words commonly mispronounced.

11. Jingles repeated to increase flexibility and strength of lips and tongue.

12. Comparison of words to show that when a word contains two vowels or more, the first is long and the last silent. Example—home, float. Have pupils formulate from their experience words that suggest the above rule.

THIRD GRADE

1. Review of Second Grade work.

2. Rapid recognition and recall of phonograms and blends.

3. Sight phonetic words growing out of reading and language needs.

4. Sentence drills for enunciation.

5. Individual tests for quick recognition of combinations and endings.

6. Word-making: use of a root word as a basis for word variation lying within the comprehension of children, as: black, blacker, blackest, blacking.

7. Terminal phonograms and suffixes as: tain, in mountain; cain, as in magician; ble, as in table; sion, as in mansion; etc.

8. Making of words, phonic and dictionary booklets to encourage pupils to put extra thought and effort upon the necessary forms of activity.

9. Teach names of diacritical markings, long and short. Pupils to be prepared to tell as word is pronounced whether the vowel sound is long or short.

10. Teach pronunciation of the commoner syllables, prefixes and suffixes. Apply knowledge of phonics in getting new words in other subjects. Use diacritical markings only when necessary.

FOURTH GRADE

1. Review all work previously given.

2. Sight words and phonic words in relation to reading lessons continued when necessary.

3. Word building continued as in Third Grade. Use one word as a root word, find another that belongs to this word, as: gold, golden, golden rod, marigold, etc.

4. Teach and apply names of diacritical markings as a self-help. Children will use all of them in working out new words and pronouncing words for themselves. No special time on the program is given for a class in phonics in the Fourth grade, but phonics should be used whenever occasion demands.

5. Begin use of dictionary. Train pupils to use the dictionary as a help in pronunciation and meanings of words. The work should not be made burdensome, but there should be regular practice in its use both in finding the words and in the choice of meanings.

Suggested dictionary lessons to develop rapidity in finding words:

Repeat alphabet in little groups of letters, a, b, c, d, e, f, etc.

Test familiarity with the alphabet and think of position in the whole list, as: first, last, near the first, near the last, about the middle, etc.

If there are small dictionaries, drill to see how nearly one can turn to the right place at once. Will "k" be found in the first, middle or last part of the book? If I open the dictionary to "o" shall I turn to the left or to the right to find "s"? Which comes first, "h" or "k"? Continue in this way until interest has been aroused. Next look for simple words. Discuss the way of determining the proper one, i. e., by noting whether the meaning seems to fit into the place of the word as used in the sentence. Choose a word from a sentence in the reader. Read the sentence carefully and try to explain its meaning from the remainder of the sentence; find the word in dictionary, read the various meanings and choose the one that seems to fit best. Give each child one word to treat in the same way.

Then he is sent to the dictionary to find simple words—the spelling of which he knows.

At first these words have different initials to establish the simple principles of alphabetic order. Later words beginning with the same initials are assigned to show that the initial letter alone does not determine the place of a word in an alphabetical list.

Special exercises must be provided to show the child how the pronunciation or meaning will assist him to find the word when the spelling is in doubt, such as: ant-aunt, angle-angel, advise-advice, celery-salary, calf-cafe, bacon-beacon, chest-chess, choose-chase, behalf-behave, merry-Mary, haven-heaven, hunger-hungry, color-collar, clock-cloak, ever-every, dice-dies, fine-find, more-moor, lose-loose, vary-very, sacred-scared, soldier-shoulder, waging-wagging, witch-which, whether-weather, wither-whither, wonder-wander, etc.

Most of the meaning of what pupils read is gained by context, but occasionally they cannot determine this fully enough so the dictionary is used. Too much guessing is not wise, but pupils should not be asked to look up every unusual word.

It is very difficult for a Fourth grade pupil to use the International Dictionary or any such complete work. Small dictionaries for individual use are preferable. Two or three words are enough for a Fourth grade child at one time.

Fewer words well chosen and well taughts yield better results. Pupils should be trained to examine a new word closely with a view to finding and mastering the difficulties that it may present, and should

be trained to link the meaning with the sound and letter translations.

Training children to study economically and effectively is the purpose of the study lesson in this grade.

FIFTH AND SIXTH GRADE

Continue similar work until pupils have acquired thorough familiarity with diacritical marks and skill in the use of the dictionary.

LANGUAGE

For teachers: Bryant—How to tell Stories to Children.
Driggs—Manual for Teachers, Free.
Driggs—Our Living Language.

General Objectives.

1. To train the children to speak and write clearly, correctly and effectively.

2. To teach them to hear and read intelligently.

At the end of the eighth grade every child should be able:

1. To speak simply and clearly in conversation or informal discussion, without violating good usage.

2. To talk or recite for two or three minutes in an interesting way, using clear cut sentences, standing properly, and speaking distinctly and easily.

3. To write a good paragraph on a subject interesting and familiar to him, free from misspelled words, and common grammatical errors.

4. To write a friendly letter or simple business letter in good form and in a courteous manner.

FIRST GRADE

For teacher: King—Language Games.

Objectives.

1. To encourage the child to talk about things in which he is interested.

2. To secure distinct articulation and a natural speaking tone.

3. To establish a few correct habits of speech necessary for children of this age.

4. To develop, through conversation and story-telling, a vocabulary sufficient for the speaking needs of a first grade child.

GENERAL SUGGESTIONS

Training in language should be directed to the end that children acquire the ability to express themselves freely, clearly and correctly.

Every hour of the day furnishes abundant opportunity for this necessary training and no special period can be wisely set apart for such work. When a child's thoughts and emotions are aroused and he feels that he has something to tell, he will do his best to tell it well. Forced expression is always poor expression. The camera man says, "Look pleasant," and a stiff, strained expression is the result. We say to the child, "Talk about this," and are usually disappointed with the result. Why is the play-ground language acquired with greater ease than school room language. On the play-ground the interest is intense and minds and hearts are open to receive.

Language is learned largely through imitation; the child absorbs from all about him, his home, his classmates, his teachers and his books. The teacher furnishes the ideals of correct expression:

1st. Through her own use of English.

2nd. Through correction of the child's errors.

3rd. Throug literature which aids so largely in lifting language above the colloquial. The child borrows words and phrases from the stories that are told or read to him and by using them in the reproduction of these same stories makes them his own.

Subject Matter.

Oral Language (All work of this grade should be oral.)

Conversing upon and discussing subjects growing out of the interests and activities of the children. Children should be encouraged to talk in complete sentences, but not so insistently as to destroy spontaneity.

Suggestive Topics

Objectives and experiences suggested by the home; playthings, pets, helping in home happenings, holidays and good times, home work.

Objects and experiences suggested by the school; playmates, on the playground, the reading lesson, dramatization, picture lessons.

Nature; flowers, birds, animals, etc.

Health; cleanliness and care of body.

Morals: love of members of family, kindness to animals, and making peace after a quarrel.

Lesson in manners.

Method.

Provide situations for gaining new experiences. As the child's experiences increase his vocabulary will also increase. Visits to places of interest such as the bakery, dairy or mill will enlarge the child's knowledge of things and give him something worth while to talk both in the school and the home.

(1) Story Telling.

Story telling and reproduction. Simple stories told by the teacher should be reproduced by the children in answer to questions, in parts, in wholes.

Not every story told is suitable for reproduction.

The short, simple, but pointed story with a clear beginning, a related middle and definite close, is the best.

The idea of preparing for dramatiziation makes the best possible motive for retelling a story.

As much correction of bad English should be given as can take place without serious interruption of the child's flow of language. Teachers record errors and study them later.

(2) Dramatization.

a. Purpose.

1. Entertainment.
2. Gives vitality to expression.
3. Increases the vocabulary.
4. Clarifes idea, i. e. develops clear and sequential thought.
5. Gives grace.
6. Gives self-control.

b. Danger.

Dramatization is apt to be the work of the teacher rather than the pupil. To be valuable, dramatization should be born of the child's imagination; it is the process of interpreting and working out that gives growth. "It is the growing pains that count in education." For this reason the crude efforts are of more value than the finished product.

c. How to begin.

The little child on entering school is shy and sensitive and the approach to this kind of work must be gradual. The game is probably the simplest form of dramatic expression and it appeals to even the most timid of the little ones.

Folk dancing is a form of dramatic gesture valuable for its controlling and refining of motion as well as for its expression of a story or a mood.

These may be followed by pantomines, as chopping wood; character sketches as representing an old woman; and tableaux, all of which bring in body and facial expression rather than oral.

The puppet play furnishes delightful recreation and at the time time may be used successfully in the reproduction of stories historical or current events which it is desirable to emphasize.

Dramatic plays. These should be co-operatively reproduced by the children. Begin with a simple one which has easy conversation and action and a definite plot. Before an attempt is made to dramatize it, the story should be told and retold until the children are familiar with it. Then they may suggest how it can be played and may choose the characters accordingly.

(3) Memorizing of Verse.

(4) Expression of experiences and stories through paper cutting, drawing, painting and moulding.

The rambling, discursive style so common to children is generally accounted for by the lack of clear mental images. Reproducing a story through drawing or paper cutting helps the child to formulate his ideas and express them definitely. The need to select the important points in the story is a valuable phase of this work; the child is unconsciously led to see relative values. He must also group and express his ideas in rational sequence.

(5) Good usages by means of language games. One error should be given remedial attention daily for a week or more through language games; then reviewed at least once a week throughout the year.

(6) Every child should have frequent opportunity for appearing before the class; i. e. having an audience, when he may either tell a made up story, relate some experience, or recite some poem or some nonsense rhyme.

(7) Technical work.

a. Verbs: see, eat, run, do, come.
b. Correct use of an and a.
c. Eradication of ain't, ain't got, its me.
d. Agreement of is and was with subject.

The use of capitals in beginning sentences, in boys and girls names and also the capital "I" may be taught in connection with the reading and phonics.

The application should come in the simplest form of composite letter wherein the teachers act as the scribes.

SECOND GRADE

For Teacher: King—Language Games.

Bryant—How to Tell Stories to Children.

Objectives.

1. To have children show efficiency in use of good English.
2. To work for the extermination of certain errors of speech listed under Good Usage.
3. To begin very simple written language at blacboard only.
4. Continuation of talks and discussions on interesting activities.
5. Have stories told in short sentences and have few sentences.

Subject Matter.

Oral Language

Conversation and discussion upon topics growing out of the interest and activity of the children.

Every class should be a language class. A live discussion in the geography or nature period, an exchange of ideas in the health work, or a comparison of experiences in connection with the reading lesson are all of much more value from the language standpoint than is the ordinary language class where we try to force the child to talk and where as a result he become self-conscious and loses that spontaniety and vividness of speech which is so desirable. Every child should have frequent opportunity of appearing before an audience where he may recite a poem, take part in a dramatization, sing a song or tell a story. The audience may be another section in the same room, one of the other grades, the whole school in general assembly, or a parent-teachers' meeting.

Suggestive List

Child's experiences at home, at school, on the street, holidays and play experiences. As in first grade, provide opportunity for gaining new experiences by excursions and visits to industrial groups or manufacturing plants.

Observation of the nature world: birds, animals, flowers, seasons, sky by day and night. As far as is practical bring nature right into the school. A child's pet in the room for a day will always stimulate stories and exchange of experiences. A talk about the care of the pet will be very effective at this time. This pet may also form the subject of an interesting reading lesson as well. Where nature cannot be brought into the school room take the children out to see it. Freed from the restraint of the school room, the shyest

child often becomes eloquent in this appealing "nature" environment.

Lessons on manners; how to act politely at home, at school, or on street.

Morals: obedience and truthfulness, work and helpfulness, being fair at play. The moral phase being brought out in a story which emphasizes the positive rather than the negative side.

Picture study. (Select type) See "Stories Pictures Tell." Also encourage children to bring pictures from home and relate stories which the pictures tell. A collection by the teacher, of interesting pictures from magazines and old books may occasionally be distributed among the children for original story work. Each child has a different picture and as he tells his story he holds his picture before the class.

Story-telling. Review stories of previous year. Tell stories for reproduction and dramatization. The children's motive for the retell- may be to acquaint the new members of the class with "our stories of last year." Or the new teacher may be the motive.

Tell stories for reproduction in connection with dramatization. See First Grade work.

Tell parts of stories and pupils supply additional scenes or new endings. In this the teacher's story should preceed until an intensely interesting point is reached, the children's imaginations are aroused and they readily supply more than one fitting climax.

Memorizing of Verse. The children should commit to memory at least five choice poems during the year besides short gems.

In presenting a poem the teacehr should read or recite it in an interesting manner. A free discussion will naturally follow.

It may be read again by the teacher while the children close their eyes and try to "see" the various "pictures" presented. The next day they may be encouraged to express in drawing or cutting the part they like best. This motivates a third reading with emphasis still on the thought. Or the children may make a "moving picture" of the whole poem, each stanza furnishing one scene.

After a few days of these motivated re-readings the children will soon join with the teacher as she recites the poem and the result will be the pleasing condition of a gem, not the usual sing-song drawling performance. The poems should be reviewed frequently until they are really the children's own.

When thoroughly memorized and rendered in a pleasing manner they become an asset to the community and the home.

(4) Good Usage by means of language games.

a. Verbs: Review see, eat, run, do, come.

New: get, give, throw, catch, go, bring, grow, draw.

b. Common errors: Review—Use of and; agreement of is and was with subject; work against ain't got, it's me, ain't.

New: My brother and me; I dunno; hasn't got; haven't got; my brother, he; you was; may and can. Grant no privilege that is sought in terms of "Can I."

WRITTEN LANGUAGE

All written work to be limited to blackboard.)

Not much written work should be given but when there is a felt need it should be introduced. Possibly a little classmate is ill. Each child thinks of one interesting thing to tell the absent friend—one short sentence is sufficient at first. He writes it with the aid of the teacher; that is, the teacher places on board the words he does not know how to spell. The child should be familiar with the need of a capital at the beginning of the sentence and a period or question mark at the end. The sentences are placed in an envelope and sent to the friend.

In order to get the letter form over to the children they may freuqently write a composite letter, but it should be when there is **felt need.** The teacher acts as a scribe at blackboard and the pupils tell her what to write. When complete the teacher makes a copy and sends it to the pupil. Later individual letters of invitations to parant-teachers' meetings may be composed and written by each child.

(1) **Mechanics:** Observation of the printed page and in the teacher's writing on the blackboard, followed by use.

a. Capitalization and punctuation of simple statements and questions.

b. Capitalization of the pronoun I of names of persons and animals.

(2) **Types of Written Exercises.**

The writing of short simple sentences. Original composition of three or four sentences, individual or co-operative, should be written on the board by the teachers, thus correlating reading with language. Use as means for judging good sentences.

Guessing names, describing something or telling what "it" does, Invite the use of short, clear-cut sentences, and break up the "and a" and "then" habit.

THIRD GRADE

Basal text: Driggs,—Live Language Lessons, First Book Part One. or Teacher's Text, Driggs,—Manual for Teachers, Third Grade Book.

Objectives:

To lead the children to tell of their experiences as freely at school as at home or on the playground.

To restrain the garrulous; to stimulate the timid.

To acquaint children with the use of the short exclamatory and interrogatory sentence as a medium for lively thought expression.

Continue to encourage the use of simple sentences; also good arrangement of thought.

To insist upon good position; a natural speaking tone, and distinct articulation.

To keep the imagination of childhood continuously active by original story-telling.

Subject Matter.

Oral Language

1. Conversation and discussion on subjects growing out of the children's interests and activities.

Suggestive List

Personal experiences of children at home, at school, or on the street, holiday and play experiences.

Nature: Trees, birds, insects and their use; the caterpillar and its cocoon; spider and its web; seasonal changes; animals of the zoo; of the farm.

Health: Cleanliness, food and drink.

Social: Working together; respect for authority; loyalty; fair play; perseverance.

World of work.

(2) Story-telling; Reproducing of short stories; original story-telling about pictures; interesting experiences.

(3) Other forms of oral expression. Describing what has been seen, telling how to make and do a thing, giving directions to go to well known places of interest.

(4) Good Usage by means of language games.

a. Verbs:

1. Review—see, do, eat, come, run, go, get, bring, give, throw, grow, draw, catch.

2. New: sing, take, begin, tear, drink, write, know, learn, lie, sit.

b. Common errors:

1. Verb errors: seen for saw; had saw for had seen; is for are; was for were; ain't for am not; isn't for aren't; ain't for hasn't and haven't; done for did; went for gone; et for ate; can for may; give for gave; learn for teach; bring for brung; brung for brought.

2. Pronoun errors: me and my sister; John and me; them for these; it's me; it's her; it's him.

3. Miscellaneous errors: haven't got me; that there house.

4. Mis-pronunciations; ketch, kin, git, read-in', nuthin', etc.

WRITTEN LANGUAGE

Objective

To train beginners in written composition to use simple, correct language and to spell, capitalize, and punctuate properly what they write.

Subject Matter

Topics discussed and stories told in oral language lessons.

Short paragraphs with titles.

Simple unrelated sentences for drill upon new technicalities and those for which the common errors of the children indicate a need.

Letter writing:

Short letters asking a friend to spend Saturday; go for a picnic, etc.

Mechanics to be acquired: To head a paper with name, date, and title, to leave a margin of proper width.

To capitalize the first and important words of a tittle; to write with capitals special names of places; names of days and months, names of home town; state, school, to write the child's address correctly; to begin lines of poetry with capitals.

To punctuate statements and questions correctly; to put periods after abbreviations of days, months, state, Mrs., Mr., and St., to put exclamation mark after exclamations; to use apostrophy in common contractions. Homonyms: to, two; there, their.

TYPES OF WORK:

Copying of Cooperative parapraphs to imitate good habits in written work.

Dictation for attention, for skill, and as a test of spelling, capitalization, and punctinuation. (Caution—suggest amount and type).

Reproduction, for greater independence in writing a short paragraph of related sentences and in using correctly the mechanics involved.

The Use of the Text.

Prepare carefully for the use of the text in order that confusion and discouragement may not arise.

Many children will not be able at first to read all the stories and directions. Here the teacher should supply tactful help, sometimes reading the stories or directions with the children, sometimes giving only the needed help with difficult words the directions form the best kind of silent reading.

The blank filling should be introduced through several lessons at the blackboard in which the children hunt for a suitable word to fill a particular blank in a sentence. A side list should contain the possible words.

Watch for an opportunity to introduce better writing through a real situation, that is, when the children have something they want to tell to some one who is not with them. This composition should be worked out in the beginning by the class working together under the guidance of the teacher.

After a number of these composite letters have been worked out at the blackboard, (always motivated by real situation) the children may attempt individual letter, but only when there is a felt need. These letters however should not be given as seat work. The pupils need the teacher's help in supplying the spelling of unknown words and in offering suggestions. Generally it is not wise to attempt any composition work in the third grade except in regular class work where the teacher's help can be secured when needed,

FOURTH GRADE

BASAL TEXTS:

Driggs—Live Language Lessons, First Book.
Driggs, Live Language Lessons, Part Two.

Teacher's Text or Driggs—Manual for Teachers.

Teacher's Text or Driggs Live Language Lessons, Fourth Grade Book. or Driggs—Manual for Teachers.

Oral Language

Subject Matter:

(1) Same as in third grade only more extensive.

Suggested List

a. Telling interesting experiences; describing people, places, animals and things, giving direction how to go to a place; telling how to make or do a thing.

b. Dramatization.

c. Technique of Use of Dictionary.

(2) Story-telling. Stories for this grade should include the lives and deeds of great national characters, leaders, and heroes of history and literature.

Types of Stories

Original endings of stories begin. Imaginary autobiographies of a penny, a horse, a grain of wheat, etc.

Original stories suggested by pictures.

(3) Memorizing poems.

(4) Good Usage by language games, also by drills.

Test and review all work suggested for 3rd grade. Drill on the following: choose, wear, rise, blow, stay, fall, break, dig, ride, fly, ring, set, lay, speak, steal, win, swim, I was to school; I stayed to home; off him; good for will; mad for angry; don't for doesn't; hadn't ought for ought not; get to go; they went and took; them for those.

WRITTEN LANGUAGE

Objectives.

To acquire skill in using the mechanics of written composition.

Make the work progressive and cumulative by constantly adding new words and language elements and by reviewing the old.

Copying by phrase and sentences for increased speed.

Dictation, for attention, for skill, and as a test of spelling, capitalization and punctuation.

Reproduction, for greater independence in writing, and use of mechanics.

Original paragraphs on subjects of vital interest to class.

Subject Matter:

From oral language lesson; other lessons, as history, geography, etc.; projects of the children; their experiences and experiences of others.

Letter writing—to be correct in all details.

Mechanics to be acquired.

a. Capitalization: Holidays; Geographical names; titles; parts of a letter; direct quotation; sentences; names of people and places; names of days and months; child's address; lines of poetry.

b. Punctuation: Question marks; exclamation marks; statements; hyphen in divided words; letter forms; comma in series; apostrophe in possessive singular; abbreviations of days, months. years, after Mr., Mrs. St., Homonyms; to, too, two; there, their, and others.

FIFTH GRADE

Basal Text:

Driggs—Live Language Lessons, Second Book, Part One, or Driggs—Live Language Lessons, Fifth Grade Book.

Teacher's Text: Driggs—Manual for Teachers.

Objectives.

To encourage "the spontaneous impulse to speak, write, debate, and declaim" through both independent and directed practice.

To master the mechanics of better writing.

To develop skill in the use of the dictionary.

Oral Language

Subject Matter:

(1) Conversation and discussion.

Suggestive List

Other school studies—history, literature, geography, etc.

Current events; heroes, living and dead; child's experiences.

Suggestions: Use foregoing material for story-telling; telling and describing how to do and make things.

Make simple outlines for practice in orderly arrangement of contents, stressing good beginnings and good endings.

Make every lesson a language lesson.

(2) Story-telling and dramatizing in correlation with literature and history.

(3) Memorizing poems.

(4) Word study: A conscious effort to increase the vocabulary through reading and every day interests.

(5) Good usage by language drills.

Continue training in correct use of verbs, pronouns and against colloquialisms and mispronunciations.

Use the positive method rather than the negative.

WRITTEN LANGUAGE

(1) Any and all topics listed for oral language, letters and notes correlate with study.

The following types of exercises are suggested:

a. Copying—for increased skill and accuracy. (Civil service examiners report more failures in accuracy and speed in copying than in any other test.)

b. Dictation, essential for skill in life, and to test language forms, spelling and technicalities of composition.

c. Reproduction: Topics from history, literature, geography, and stories and information from class reading.

d. Original compositions—real or imaginary happenings, explanations and descriptions.

(2) Letter writing—social and simple business.

(3) Mechanics to be acquired.

a. Capitalization of proper names.

b. Capitalization and punctuation of letter forms, heading, salutation and conclusion; superscription on envelopes.

c. Titles of relationship and office.

d. East, West, when they name sections of country, not directions.

e. Simple quotations.

f. Common abbreviations, such as the months, states, etc.

g. Comma in a series, between city and state, after words of address, after yes and no.

h. Apostrophe in common contractions; we're not, they're not, you're not, I've not, don't, doesn't, can't, what's, that's, won't, couldn't, wouldn't, o'clock.

i. Possessive singular and plural.

j. Continue drill upon homonyns, their, there; to, too, two; here, hear; meet, meat.

SIXTH GRADE

Basal Text:

Driggs, Live Language Lessons, Second Book, Part Two; or Driggs Live Language Lessons, Sixth Grade Book.

Teacher's Text: Drigg's Manual for Teachers.

Aim

To train every child to talk for a few minutes in an interesting and logical way devoid of the common errors of speech.

To use short clear-cut sentences and to make good position and delivery a requisite in all oral work.

Subject Matter:

(1) Conversation and discussion.

Suggestive List.

Correlation with other school subjects.
Local happenings.
World's work.
Work and play of school and home.
Seasonal changes.
Current events.
Stories from history and biography.
Pictures.
Story-telling—Original.
How to make things—how to play a game—how to reach a place.

(2) Vocabulary building: industries; invention; city life and farm life; travel; holidays; nature study; circus and zoo; geography; history; art; hand work; automobile and motors; steam engines; airships; electrical appliance.

Add words descriptive of action, form, color, sound, odor, taste, etc.

(3) Good Usage: Continue language games when needed to eliminate the common errors of speech; also substitute the correct form for the incorrect; the choice word for the less expressive word.

Errors Common to Sixth Grade Children

Ain't for hasn't and haven't; ain't for am not; isn't and aren't; seen; had saw; done; says for said; can for may; leave for let; don't for doesn't; is for are; ain't for haven't; haven't no for haven't any; never gave; like she does; that there; lot of; like for as; lie, lay; sit, set; think, guess; shall, will; off, of; in, into; among, between; who, whom; who, which, that; than, then.

WRITTEN LANGUAGE

Aim:

To work for ease and fluency in simple written English. To be brief and interesting; to use short, clear-cut sentences unmarred by misspelled words or common grammatical errors.

Subject Matter.

Same as in oral language.

Kinds of written exercises.

Copying, dictation, reproduction—original compositions.

Letter writing—social and business.

Mechanics and composition.

Composition: Heading, title, margins, paragraphs, indentations.

Capitals: First word in a sentence; name of persons, place, days of week, holidays, months of year, name of school, city, state, geographical names, I and O; titles; poetry beginning of every line, in letter forms—heading, salutation, body, closing phrase, address on envelope; simple quotations.

Punctuation: Terminal marks; dates, comma in series; letter forms—heading, salutation, conclusion, address on envelope; abbreviation; contraction; possessive, singular and plural.

SPELLING

For Teachers: Tidyman—The Teaching of Spelling. Flaherty—How to Use the Dictionary.

Introduction. During recent years the changes in the teaching of spelling have been little short of revolutionary. Modern spelling books are no longer made up of uncommon and difficult words to be taught for disciplinary purposes without regard to specific use. Recent investigations by such men as Cook, O'Shea, Ayers, Horn, Thorndike and others have shown what words are actually used in ordinary written discourse. Thus teachers are no longer at a loss to know what words to select for the course in spelling. But, besides these words commonly employed in written discourse, every teacher should make a study of the words her pupils use in their own written work and teach the spelling of these words as well. A scientifically selected and properly graded list of words, is then the first step toward successful teaching of spelling.

In method, too, a great change has come. The idea that children can learn to spell effectively by merely repeating or even by writing in order many times the several letters of a word, is no longer regarded as sufficient. Experience has shown that such procedure usually re-

sults in "spelling formalism" with little or no thought, certainly not enough to give a lasting impression of either the sound of the word or of its form. The modern method requires an appeal to four forms of sense impression—visual, auditory, vocal, motor and hand-motor. It also takes cognisance of the fact that by reteaching only those words that have been misspelled much drudgery is spared the pupil. Graphically associating the new word with some simple familiar word aids materially the learning process. A few selected rules also help in learning to spell.

Spelling is a process of intensive study of words. It should be begun only after children have acquired considerable reading ability, composition ability and obviously handwriting ability. The child gets acquainted with words through a thorough study of them. He no longer sees a word as a vague whole but as composed of separated sound elements represented by letters. The steps in this process of intensive word study are: **First**, clear and distinct vocalization. The teacher trains the child to speak the word correctly by sounding each separate sound unit of the word, thus: sen si ble, suit a ble, and by so doing builds up in the mind of the child the phonetic image of the word. **Second**, the clarification of the visual image. This is most effectively done by having the image stand out singly, clearly, and unassociated with anything except the word it represents. The word should be written on a clear place on the blackboard. In this way a vivid visual picture of the word is impressed on the mind. **Third**, the clarification and refinement of the vocal-motor image. The teacher has the pupil spell and pronounce the word. **Fourth**, the clarification and refinment of the hand-motor image. Having seen the word, spoken it, and heard it spoken by the teacher and classmates, the pupil is prepared for the fourth and not the least important step; namely, the writing of the word, which in turn becomes his handwriting image.

Writing the letters of a word correctly is the real spelling; and in the problem of teaching this art as in education in general the big problem lies in making transference or "carry over" from instruction to functional use a permanent acquisition. This in all probability does not take place automatically, and consequently it is necessary for the teacher to hold the pupil rigidly responsible for spelling accuracy of all words he has been taught. Only those words in the adopted spelling books hhich the pupil will use in his written discourse should be taught and after having taught them the teacher should never allow the pupil to write them incorrectly.

Suggestive Teaching Procedure

Having selected a list of, let us say, forty words, the teacher gives her class the whole list as a pre-test. Words that all the children spell correctly are dropped from the teaching list since the test gives evidence that the children know how to spell them. Those children

who spell every word correctly should be excused from the formal instruction in spelling so far as that list is concerned. Words that are missed by only an occasional pupil should be taken off the class list and put on the pupil list for individual pupils concerned. Thus the class list to be taught is composed of those words that many or most of the pupils misspelled and the individual lists are composed of only such words as have been misspelled by individual pupils, and which they must learn by themselves with such personal help from the teacher as may be needed.

To spell effectively pupils must learn to know each word as a separate meaningful entity. The teacher achieves this objective by having them know the word in different relations and then fixates in their consciousness that which does not vary—the spelling. The method by which this latter step is accomplished is typical of all drill technique. A limited number of words is selected for each day's teaching: 3 words in the third grade, 4 in the fourth, 5 in the fifth, 6 in the sixth, etc. The teaching presentation becomes largely a matter of fixing the four types of images mentioned above: visual, auditory, vocal and kinesthetic or handwriting images. To fix clearly the visual image, it is desirable to write the word on a clear blackboard using a flash curtain for quick exposure. The steps in the process are: (a) look at the word (quick exposure); (b) hear it pronounced (by teacher); (c) pronounce it; (d) spell it (orally); (e) pronounce again; (f) write it.

Having drilled the class in this manner for about five to seven minutes, the teacher dictates sentences in which the words are used. The pupils write the words but not necessarily the sentences. This is step f. If 98 per cent efficiency in immediate ability is not secured, it is a sign that the teaching has not been well done and therefore must be done over again. As in arithmetical combinations some words will need more drilling than others and some pupils will need more drill than others, and herein lies the great art of teaching; teach each pupil what he needs to know and in such amount as may be necessary.

When the entire list has been taught in the manner suggested above, the pupils should be tested again. This may be called the review test in contrast to the pre-test which goes before the teaching and the teaching-test, namely, writing the words, which is a part of the instruction. Pupils who spell all the words correctly in the review test should be released from further instruction so far as that list is concerned while the teaching goes on for the other pupils until practically every pupil has mastered every word. The few pupils who persist in making many mistakes must be regarded as special cases and should receive special help.

The pre-test, the teaching test and the review test are the means by which the teacher may know the effectiveness of her instruction. They also furnish a basis for regrading of word lists and supply the

data for studying the difficulties encountered by the individual child. Since 100 per cent efficiency is the goal, the tests are for the teacher, but should never be given as a basis for grading or marking the pupils.

Every teacher of spelling should read Tidyman, The Teaching of Spelling. World Book Company.

GENERAL OBJECTIVES

The general objectives in spelling in the elementary school are as follows:

1. Ability to spell all phonetic words used in ordinary written discourse.

2. Ability to spell all unphonetic words used in ordinary written discourse.

3. Ability to spell all the words of the Buckingham revision of the Ayers scale.

4. Ability to spell all the "fifty demons" of the English language.

5. Ability to spell all special words needed by the pupil in his own written discourse.

6. Ability to use the dictionary, so as to get the exact meaning desired.

7. Ability to use the dictionary so as to pronounce the desired word unassisted.

8. Ability to analyze a word into its sound elements, and accent, to enunciate each syllable distinctly and to pronounce the word correctly.

9. Ability to add new words to his vocabulary readily as they are needed by him to express his individual interests as they develop.

10. A well developed spelling conscience.

11. An awakened interest in words and a desire to increase his vocabulary.

12. A pride in achievement that comes through mastery.

FIRST GRADE

No formal spelling should be attempted in the first grade. When the pupils write words, phrases or even sentences on the board or at their seats the teacher calls their attention to the correct form of the word with as little direction of consciousness to isolated elements as possible. Incidentally in connection with rhymes and jingles the children can be led to a knowledge of the letters of the alphabet.

SECOND GRADE

Co-basal Texts:

New World Speller, First Book, Pages 33-80.

Mastery of Words, Book One. Pages 1-24.

Use the text in hands of teacher only.

As the children manifest a desire to know how to write words needed to express their thoughts in writing the teacher begins the instruction in spelling by selecting common phonetic words which she teaches in terms of their phonetic elements. Unphonetic common words, she teaches as sight words, with as little attention to sound elements as possible. No more than two to three words should be taught each day. The teaching procedure should be as free and informal as possible, emphasizing the image of the words as a whole rather than something made up of a definite sequence of letters. Oral spelling may suffice until the children can write sufficiently well to make written spelling a definite part of the teaching.

THIRD GRADE

Co-basal Texts:

New World Speller, First Book, poges 81-136.

Mastery of Words, Book One, pages 25-52.

Use text in hands of teacher only.

In this grade the pupils usually improve rapidly in reading ability and consequently their vocabulary expands. With an expanding vocabulary and an increasing interest in written discourse comes an increasing need for instruction in spelling. After children have acquired the ability to read fluently and intelligently there is no danger of making them "word-conscious" by an intense study of words-spelling. It is then in this grade that real spelling can be begun.

Select for teaching words needed by the pupils in their composition work. Give a pre-test on a block of, let us say, twenty such words. Teach only such words as are misspelled in this test. Teach three to four words each day and follow the procedure suggested above.

Use columns C to O of the Ayers spelling scale to determine the relative standing of individual pupils and of the class as a whole.

FOURTH GRADE

Co-basal Texts:

New World Spelled, Second Book, pages 137-184.

Mastery of Words, Book One, pages 52-90.

Beginning in this grade books may be placed in the hands of the pupils.

The general and specific abilities which a fourth grade pupil should achieve are about as follows:

1. A developing spelling conscience, that is, a pride in writing correctly all words used in his own written discourse.

2. The habit of looking up in the dictionary the definition of words necessary to get the meaning of what is read.

3. Ability to pronounce correctly words looked up in the dictionary. This requires a somewhat intensive study of the phonics of common words.

4. A working kowledge of diacritical marks as used in the school dictionary.

5. Ability to enunciate clearly and distinctly each syllable of words studied.

6. An awakening interest in words, their different meanings according to use and their spelling.

7. A developing pride in achievement.

As in preceding grades the words to be taught are: first, those actually needed in the daily written work; and second, those words used in ordinary written work that fourth grade pupils can readily master. The method of teaching is similar in all respects with the additional training in the use of the dictionary which requires a thorough memorizing of the alphabet and working knowledge of phonics and diacritical marks.

FIFTH GRADE

Co-basal Texts:

New World Speller, Second Book, pages 185-232.

Mastery of Words, Book Two, pages 91-134.

Texts in hands of pupils.

The general and specific objectives are practically only an extension of those of the fourth grade. More and more emphasis can be laid on the study of phonics, accent, syllabication, enunciation, and pronunciation. Toward the end of this grade the spelling conscience should be so thoroughly awakened that the pupil will hesitate long before handing in written work containing words the spelling of which he does not know. The ability to spell practically all the words of the Ayers list should now be attained. Most of the "fifty demons" should also be mastered. The average pupil should now be able to find in the dictionary independently the desired meaning and correct pronunciation of all words he needs in his written discourse.

SIXTH GRADE

Co-basal Texts:

New World Speller, Second Book, pages 233-280.

Mastery of Words, Book Two, pages 3-41.

By the close of this grade pupils should attain the general objectives mentioned above. The dictionary habit should now be firmly established and with it such a well developed spelling conscience that the pupil **will not hand in** work containing misspelled words. He should now be so thoroughly interested in words that he will seek every occasion and use every device available to increase his vocabulary. He should have a working knowledge of roots, prefixes, suffixes and such rules of spelling as may be helpful in his mastery of words.

HANDWRITING

For Teachers: Palmer, Teacher's Guide to Writing Lessons for Primary Grades.

For Pupils: Palmer, Writing Lessons for Primary Grades; The Palmer Method of Business Writing.

It is desirable that every teacher in the elementary schools shall learn handwriting in the modern American sense of the term, and acquire that easy, natural motion of the pen in which the muscles are under perfect control and the motion comes from the large muscles of the upper and the fore-arm. The wrists or fleshy part of the hand must not touch the paper, the finger tips of the third and fourth fingers should slide on the finger nails over the paper, the forefinger should be nearly straight, the thumb bent, and the fingers should not move at all except to extend and perfect the motion that comes from the arm muscles. Easily said, but put into practice with the utmost difficulty except under expert supervision

FIRST GRADE

Whole-Arm Movement and Blackboard Work Only

With soft, white crayon the pupil is to write on the blackboard letters and words; later, short sentences may be tried. The movement is that used by the child in play—the free swing of the whole arm, known as the whole-arm movement. The pupils should stand with his face about eighteen inches from the board, and should write at his natural rate of speed. The teacher should write on the board the exercises for each day as given for the First Grade in the Palmer Manual.

As many of these exercises may be practiced as may be practical. All the class or half at a time or a smaller group, may write on the board at the same time, according to the blackboard space available.

The teacher should show to each pupil how his work may be improved, and at the second writing period of the day the pupil should re-write the lesson with or without an additional exercise for the sake of variety.

No desk writing is necessary in the First Grade. Pupils who voluntarily desire to do some desk writing should be shown how to go naturally from the whole-arm movement to the muscular movement, and the oral and other movement exercises may be practiced as a mere preparation for the real muscular movement work in the Third Grade.

SECOND GRADE

Whole-Arm Movement, with Crayons and Pencils

In the Second Grade, desk writing with pencils or with charcoal crayons should be added to the blackboard work. Have the pupils begin with whole-arm in desk writing and encourage them also to rest the arm on the muscles of the forearm between the wrist and the elbow, and to continue the easy swing of the hand, using this muscle as a pivot. The muscles employed in this so-called muscular movement are the same muscles that are used in the whole-arm movement. The difference is that the swing is now made with the arm resting on the muscles of the forearm. Hence the extent of the swing of the pencil is restricted, but the motion is the same as the swing of the arm at the blackboard.

Teach the exercises given in the Palmer Manual for Second Grade pupils. Read and follow carefully the instructions. Have two writing periods daily. These periods must not come immediately after but preferably just before intermission or closing exercises. After illustrated criticisms by the teacher and personal guidance in pencil holding, movement and position, have the morning exercises repeated in the afternoon by the pupils.

Pencils and crayons should be used in the Second Grade. It is still too soon to use pen and ink.

THIRD GRADE

Pen and Ink. Writer's Muscular Movement.

Formal teaching of handwriting begins in the Third Grade. The first essential is to acquire ease of pen motion. The best time to establish ease is in this grade. The pupil is required to write and he is at an age when he can learn without waste of time to do all his writing with the muscular movement. This movement, employed in all good handwriting, should be taught as soon as the child is required to write. The Third Grade is the place for beginning to write with pen and ink; it is the grade in which muscular movement is to be prac-

ticed till a fixed habit of writing with the muscles of the arm has been established. Two periods each day, should be devoted to drill on the mechanics of muscular-movement writing. These periods should come just before or near to the hour of intermission or dismissal. In no case should writing practice immediately follow recess or intermission.

Have pupils practice the exercises recommended for Third Grade pupils in the Palmer Method Manual.

In this grade, the time devoted to blackboard writing should be reduced. In beginning each lesson the teacher should see that all pupils are sitting in healthful, comfortable, relaxed positions, and may state or read to them instructions in the Palmer Method Manual.

Each day the actual lesson should begin with the two-space, compact oval. In order to establish natural slant, devote a little time to the practice of the straight-line exercise to and from the center of the body.

Pupils should cover the first thirty-nine pages of the Manual. As pupils progress and are divided into groups, it will be found that some will be able to advance beyond page 39 while others may not be able to progress as far as that page. The teacher should decide for the pupil what he should practice next, and the decision should be based upon the pupil's ability to use muscular movement. The more advanced group in grade three may be able to practice all the capital and small letters, and the figures. As early as possible, pupils should learn how to make small, neat figures with muscular movement.

FOURTH GRADE

In this grade pupils should review the exercices practiced in Grade 3, and again the teacher should give the instructions in the Manual on the drills to be practiced. If pupils have had a little training in muscular movement in First and Second grades, and if this training has been carried forward in a skillful manner in Third Grades, then in the Fourth Grade, the more advanced group will be able to cover all the work given in the Manual, and will be ready for review of this work in the Fifth grade.

Capital Letter Practice

Many pupils who make the small letters fairly well with muscular movement hesitate in movement application, and make the capital letters so slowly that they are composed of shaky lines. To overcome the trembling lines, devote a part of each lesson to the practice of capitals. In some cases it may be well to have the pupils devote every writing lessons for one, two, or even three weeks to the practice of capital letters. Have the pupil practice at exactly the right speed

and, of course, with the right movement, on each capital until it can be made fairly well. A good plan is to make two or three lines of a capital and then compare the results with the models in the Manual. It has been found that skill in making capital letters with the right movement carries with it improvement in making small letters; even though very little special practice is given to the small letters during the time that the daily writing periods are devoted to the capital letters. It is rare that a pupil who makes the capital letters well is unable to make equally well the small letters, while it has usually been observed that many who are able to make small letters well do not indicate the same skill in making the capitals.

FIFTH GRADE

The work in this grade should consist of a review of the work outlined in the Manual, with careful adherance in practice to the instructions given therein.

SIXTH GRADE

In the Sixth Grade the weak spots in the handwriting structure should be fortified. There should again be a review of the lessons in the Manual of Business Writing, and special practice should be given to various letters in which the daily lessons in handwriting and the written compositions of pupils disclose particular weaknesses. No one except the teacher who is constantly with the pupils can determine from day to day and week to week just what exercises they should practice. They should now be well on the way toward automatic, muscular-movement writing possessing the qualities of legibility, rapidity, ease and endurance.

TESTS AND STANDARDS

At the end of the sixth grade the pupil should be able to write with a quality equal to 70 on the Ayer's scale or its equivalent and a speed of about 75 letters to the minute.

For diagnostic work, teachers should make use of the Freeman or Palmer scale. The Ayer's (Gettysburg edition) scale and the Thorndike scale furnish the means of objectively measuring the relative achievement of pupils and grades.

ARITHMETIC

For Teachers: Stone—How to Teach Number.

Thorndike—The New Methods in Arithmetic.

General Objectives

The general objectives in arithmetic in the elementary grades are:

1. Efficiency in computation.

2. An understanding of arithmetic terms used in business and industrial practice and met with in general reading.

3. Power to interpret and express such numerical quantitative relations as come within the experience of the average individual.

4. The habit of seeing number relations.

5. Power to think in terms of number concepts.

Specific Objectives

Mastery of:

1. Four fundamental processes with integers.
2. Fundamental processes with common fractions.
3. Fundamental processes with decimal fractions.
4. Use of decimal point.
5. Such denominate numbers as are needed in practical affairs.
6. Such elements of mensuration as are needed.
7. Develop habits of accuracy.
8. Develop reasonable speed.
9. Habit of thinking through problems before manipulating.
10. Emphasize oral work.

Use of Standard Tests

Adopted Tests:

Courtis Standard Practice Tests in Arithmetic.

Cabinet I, II, III. Student's Record and Practice Pad. Teacher's Manual.

Standard tests are a valuable means by which the progressive teacher may measure with considerable exactness the development of arithmetical ability in his school as well as at any time of each individual pupil. They are serviceable in comparing the ability of pupils at one time with their abilty at another time. Room may be compared with room, grade with grade, age with age, sex with sex, and one

individual with another. Their application is simple, and their results indicate the efficiency of the teaching. They should be given at least once a semester to note the pupil's progress and achievement. Having in mind the nature of the test whether administrative grading or diagnostic, the teacher modifies and adapts her teaching procedures so as to accomplish the maximum results for each pupil.

Abuse of Standard Tests

The attainments set by a standard test should not be made an end in itself. This would defeat the purpose of arithmetical instruction.

Use of Text in Arithmetic

Beginning with mid year of the third grade texts should be in the hands of pupils.

Teachers should study very carefully the method and plan of the text used. Authors of these books have worked out definite programs of procedure, which while simple and easily understood, should be mastered by the teacher in order to achieve the desired results.

FIRST GRADE

Text for teachers:

First Journeys in Numberland.

First Journeys in Numberland (Teachers' Edition.)

General Statement

The aim of the arithmetic work in the first year is to utilize the concrete number experiences the children already have and to furnish opportunities for such new experiences as may be needed in the work of the year. The child enters school with many number ideas as well as ideas of things animate and inanimate. These ideas need not be taught. It is the symbols used to express these ideas which must be taught.

Teachers should make clear any references to quantity that naturally arise in the regular activities of the year's work, but in no case should these activities be distorted for the sake of number.

The peculiar value of school situations is that they are common to the whole class and are under the direct control of the teacher. The out-of-school situations are of value in that they are more natural and are usually of intense interest to the child or children reporting them.

Illustrative Material

A. School Experiences.

1. Construction work—

Folding, laying out, estimating, measuring, cutting, pasting, sewing, use of rule.

These exercises involve—

Terms of position; as, first, second, last, right, left, up, down, upper, lower.

Terms of quantity; as, longer, shorter, larger, smaller, more, less, one-half, etc.

Terms of form; as square, oblong, triangle, rectangle.

2. Routine of school work—

Number of scissors, paper, etc., to supply a row of pupils.

Number of blackboard erasers in the room.

Number of children at the blackboard.

Number of children in each row.

3. Language of number—

(a) Counting (repetition of the number names in order.)

Counting in nonsense rhymes: as, "One, Two, Buckle My Shoe"; "Ten Little Indians."

Counting in games: as, by tens to one hundred in "Hide and Seek."

Counting objects (to find how many): as, desks, children in a class, items in construction work, etc. This should include counting by 2's to 20, by 3's to 12 and by 5's to 25.

Counting to locate or state the position of an object: i. e. (ordinals); as, selecting every third or fourth child for a game. Who is the fourth child in the third row, etc?

(b) Writing numbers—

Write the foregoing numbers when the need arises, (blackboard work only). Careful instruction at the blackboard in the making of figures.

4. Games—

Scoring, choosing up, playing store.

5. Seat work—

Bead stringing, block building, stick or tablet laying. These give:

(1) Practice in sight recognition of numbers in small groups, six or less;

(2) Many opportunities for the grouping of objects for

the foundation of fundamental processes; as, 2 groups of 3, 6; 3 groups of 2 each, 6.

B. Outside experiences—

1. Home and family—

Number of persons in the family; number of chairs at the table; number of meals; number of rooms.

2. Neighborhood—

Telling about articles bought from the grocery, market, or peddler. Pints and quarts of milk, etc.

3. Street—

Number of wheels on a bicycle; number of tires on an auto; number of houses in the block; etc.

4. Number stories—

About children in text book and other pictures, about birds, chickens, and other animals. There were three bears. The Little Red Hen had.....friends.

At the end of the first year, the child should know:

1. How to write any number to 25.

2. How to count objects by 1 to 50, by 2's to 20, by 3's to 12, by 5's to 25.

3. Certain units of value or measure; as, nickel, dime, pint, quart, inch, foot, yard, day, week.

4. Ability to solve a very easy, one-step concrete, oral problem within the limit of 10.

5. The number sequence to 100.

6. Ability to grasp the simple addition facts that may be presented such as 2 plus 2 or 2 plus 3, in the same manner as they recognize that h-e-n is hen.

SECOND GRADE

Text for teachers:

First Journey's in Numberland.

General Statement

All knowledge of number has its beginning in the number phase of the child's experiences. It is this experience that gives number its meaning. But, if number is to be used with facility the number idea must become separated from the object of experience until it stands alone, and can be used unhampered by any connection with objects. This process of abstracting a number idea from the concrete object

is a long and gradual one, and is brought about by the repeated use of the same number to different objects often in a single experience.

First Half Year

1. Fixing the number sequence to 100 from concrete material, such as finding the days of the month from the calendar, finding pages in the book by number, playing number games, doing construction work, and making use of all available concrete number experience.

2. Careful instructions to avoid bad habits in writing figures.

3. Sight recognition of the number in a small group of objects limited to six. Domino forms and other regular number forms.

4. Counting from zero to 100 by 10's, 5's and 2's.

5. Addition of two equal numbers from 1 through 10, and their corresponding subtraction facts; as 1+1, 2+2, 3+3, etc.

6. The multiplication by 2 of numbers from 1 through 10. Show the pupils that multiplication is a short and quick way to add two equal numbers, thus:

(a)	Adding	1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10
(b)	Multiplying	1	2	3	4	5	6	7	8	9	10
		2	2	2	2	2	2	2	2	2	2

7. Teach "one-half of," even numbers from 2 to 20.

½ of 2; ½ of 4; ½ of 6; ½ of 8; ½ of 10; ½ of 12; ½ of 14; ½ of 16; ½ of 18; ½ of 20.

8. Addition of two unequal numbers, the sum not to exceed 10, and their two corresponding subtraction facts. All these combinations should be thoroughly memorized.

9. Concrete problems making use of the foregoing number facts; as,

(a) 2 oranges at 6c each cost how much?

(b) If 2 apples cost 8c, what is the cost of each?

(c) 2 dimes equal how many cents?

(d) ½ foot equals how many inches?

(e) If I had 10 cents and bought a pencil for 4c, how much change should I get.

(f) A pencil costs 4c and paper 5c, what do both cost?

Second Half Year

1. Reading and writing numbers of two digits.

2. Addition of two unequal numbers, each sum to exceed 10, through 10 plus 9, completing the 55 addition facts; also the two subtraction facts corresponding to each of these addition combinations.

3. Addition of 2 digit numbers without carrying.

4. Subtraction of 2 digit numbers without borrowing.

5. Counting by 3's to 30.

6. Multiplication by 3 of one digit number.

7. Multiplication by 3 of two digit numbers without borrowing.

8. Division by 3 of multiples of three through 30, and one-third of multiples of three through 30.

3÷3=1	One-third of 3=1
6÷3=2	One-third of 6=2
9÷3=3	One-third of 9=3
12÷3=4	One-third of 12=4
etc.	etc.

9. Solving simple one-step concrete problems requiring the application of the foregoing number facts.

10. Teach the signs for "plus," "minus," "multiplication," "division," and "equals."

PRINCIPLES OF METHOD

1. Oral work should predominate in this year. In the first half of the year nearly all the work should be oral; in the second half of the year at least half should be oral. Practically all drill on abstract work should be oral; rapid oral drill should receive emphasis.

Note 1—The following games furnish valuable number experiences. Their use will objectify the instruction.

Bean Bag
Flash cards
Bounce
Tit, tat, too
I am thinking
Tag
Drop the handkerchief
Dominoes.

Note 2.—Use of the following stories will aid in developing number relations and thus stimulate interest in acquiring number concepts.

About going to the store
About school supplies

About the flag
About the picnic
About a lemonade stand
About a fruit stand.

2. Written work should be neat and legible. Practice in writing numbers should be given, and legible figures should be insisted on. The major part of the written work should deal with concrete problems.

3. It is especially important to make careful gradation of new number facts. The sum of any two equal addends, or of any single digit and one, is easier than such combinations as 6 and 3, or 9 and 7.

The following order of procedure is suggested:

(a) Addition of equals 1+1, 2+3, through 10+10. Ten combinations.

(b) Addition of unequals, sum not to exceed 10; as, 1+2, 1+3, through 4+6. Twenty combinations.

(c) Addition of unequals, the sum being greater than 10. Ten combinations. 1+10, 2+9, 3+10, 3+8, 3+9, 3+10, 4+7, 4+8, 4+9, 4+10.

(d) Same as "c", but addends greater than 4. The "demons" of addition, 5+6, through 9+10. Fifteen combinations.

Each of these groups should be thoroughly mastered before the next is attempted.

4. Multiplication should be developed from counting and from the addition of equals.

5. Concepts of quantity and measure should be developed. The pupils should be able to estimate and comprehend the foot and inch, the quart and pint, the dime and cent, the dozen and one. The use of the ruler should be taught. Use the denominate numbers in actual measuring exercises. Develop the relations between these units but ignore the formal memorizing of tables.

6. In order to prepare for subtraction, teach the addition facts in both the direct and indirect form; e. g., 8 and 5 are what? and 8 and what are 13?

Illustrative Material

1. Use of calendar, thermometer, etc.

2. Finding pages in books by number.

3. Keeping score (involving addition, subtraction, and multiplication.)

4. Buying articles in a store, cafeteria, etc.
5. Making change with play money.

6. Ordinal or positional use of number as in finding the "fifth" pupil in the third row", etc.

7. Measuring pounds, pints, quarts, dozens, etc.

8. Distribution of materials among members of the class, including "one-half."

9. Reading house and telephone numbers; as 2618 read twenty six eighteen.

10. Various kinds of purposeful counting; e. g., counting money by nickels, dimes, or two-cents.

11. Constructional work, paper folding, weaving, etc.

12. Many games, such as ten pins, ring toss, bean bags, or any games where the physical activity can be subordinated to the number activity.

13. Telling time.

THIRD GRADE

Specific Objectives

1. To read and write easily all numbers of four and five figures.

2. To count to 100 by any number up to 10.

3. To add numbers with as many as three figures of three columns.

4. To multiply and divide numbers of three or four figures by any number up to 10.

5. To subtract numbers with as many as three figures.

6. To know all multiplication combinations from 1x1 to 9x9.

7. To know measures; pound, yard, foot, inch, measures of time; hours, minutes, days, weeks, months, year.

8. Rapid oral drills in fundamental processes.

9. Drill most on the most difficult combinations.

10. Provide special drill for pupils having difficulty in mastering certain combinations.

First Quarter

Texts—Co-basal.

Thorndike Arithmetic, Book One, pp 1-37.

Everyday Arithmetic, Primary Book, pp. 1-48.

Maintain mastery of second grade work.

Addition and subtraction.

Multiplication tables 2 - 3

Division by 2 - 3.

Use facts concerning common measures in close connection with multiplication and division tables. (Yards—feet for 3's, gallon—quart for 4's, quart—pint for 2's.)

Second Quarter

Text:

Thorndike, Book One, pp. 38-63.

Everyday, Primary Book, pp. 50-72.

Column addition.

Subtraction.

Tables of 4's and 5's.

Division by 4 and 5.

Adding, subtracting and multiplying in relation to U. S. money.

Teach tables in order first and then out of order.

Find one-half, one-third, one-fourth, one-fifth of all numbers within limits of tables permitting of exact division.

Third Quarter

Text:

Thorndike, Book One, pp. 63-84.

Everyday, Primary Book, pp. 73-94.

Addition and subtraction.

Tables of 6's, 7's and 8's.

Division by 6's, 7's and 8's.

Short division.

Fourth Quarter

Text:

Thorndike, Book One, pp. 84-124.

Everyday, Primary Book, pp. 95-112.

Addition and subtraction.

Tables of 9's and 10's.

Division by 1's and 10's.

Use problems and exercises that stimulate thinking. Use problems relating to a central topic or situation, for example: problems in which you use the tables of ounces, pounds and tons. Tables of quarts, pecks, and bushels. Playing store.

FOURTH GRADE

Specific Objectives

1. Maintenance of all abilities so far acquired.

2. Further fix the multiplication tables, with special reference to combination 6x7 to 12x12, and corresponding division facts.

3. Multiplication by two figure multiplier.

4. Short division.

5. Long division with two place divisors.

6. Addition and subtraction.

In the fourth grade, division is the chief formal work. Explain it in advance of the textbook assignment. Have pupils write the quotient above the dividend, not anywhere above, but in the proper order. Let the first problems in division be so simple that the child may rivet his attention on the process without thought as to figures. To do this it is imperative that pupils know the combination of tables and the combination facts. Passing too soon from the easier to the more difficult problems makes plodders, and dulls interest. Make it clear to a class that long division is the same process as short division, but that in the former all the work is written out while in the latter most of it is done mentally. In testing results, lead the class to see that division is the converse of multiplication. Individual assistance may be given effectively at the blackboard. Practice in estimating quotient figures; don't tolerate guessing.

In this grade introduce the use of the Courtis tests.

Oral work should constantly precede work with pencil.

First Quarter

Texts—Cobasal:

Thorndike Arithmetic, Book One, pp. 125-148.
Everyday Arithmetic, Primary Book, pp. 139-182.

Read and write numbers to 10,000.

Introduce multipliers of two figures. First teach such multipliers as 32, 27, 21, 33, 18, proceeding at once to use amounts of United States money in the multiplicand. Then teach the use of multipliers such as 30, 20, 40, 60, 70.

Second Quarter

Texts—Co-basal:

Thorndike, Book One, pp. 149-174.
Everyday, Primary Book, Part 11, pp. 183-216.

Read and write numbers to 100,000.

Multipliers of 3 figures.

Multiplying by 10 and 100.

Introduce fractions in quotient.

Third Quarter

Texts—Co-basal:

Thorndike, Book One, pp. 175-205.

Everyday, Primary Book, pp. 217-239.

Teach long division first in simple cases, without zeroes in the quotient. Make all problems genuine; that is, have a few of the quotients "come out even." Check all results by multiplying the divisor by the quotient figures and adding the remainder.

Give further practice in long division by teaching the use of division to find out how many times a given amount of money is contained in another amount of money. Extend the experience with long division to cases with 0 in the quotient.

Organize the general principles of notation by exercises in multiplying and dividing by 10, 20, 30, 40, 100, 200, 300, 1000.

Fourth Quarter

Texts—Co-basal:

Thorndike, Book One, pp. 206-244.

Everyday, Pimary Book, pp. 240-263.

Reading and writing commonly used fractions.

Adding and subtracting fractions, involving reductions only to fourths, sixths, and eighths.

First teach the addition of like fractions, with sums less than 1. Then teach the addition of like fractions, with sums over 1. Do not take time to teach reduction to lowest terms as a general deductive principle or procedure, in this grade. Let the pupil learn what he needs to know about it inductively, by doing. That is, teach him to think and write 1 for two ½'s, $1\frac{1}{2}$ for three ½'s, 2 for four ½'s, 1 for four ¼'s, etc.; and similarly for five-fourths, six-fourths, seven-fourths, eight-fourths, eight-eighths.

Extend the work of adding and subtracting fractions to include adding and subtracting thirds, fourths, sixths, and eighths, involving reductions only to fourths, sixths, twelfths, eighths, and twenty-fourths.

FIFTH GRADE

Specific Objectives

Processes involving—

(1) Mastery of common fractions.

(2) Reduction of fractions.

(3) Addition of fractions.

(4) Subtracting of fractions.

(5) Multiplication of fractions.

(6) Division of fractions.

(7) Acquire the language of fractions; as numerator, denominator, proper, improper, like, unlike, reduction, etc.

First Quarter

Texts—Co-basal:

Thorndike Arithmetic, Book Two, pp. 1-31.
Everyday Arithmetic, Intermediate Book, pp. 1-46.

Operations with fractions should be in general limited to such as will be met in ordinary life.

Do not require reduction to lowest common denominator, but allow the use of any denominator that gives a correct result. However, attention should always be called to economical modes of thinking.

Continue rapid drill in oral arithmetic.

Second Quarter

Texts—Co-basal:

Thorndike Arithmetic, Book Two, pp. 32-60.
Everyday, Intermediate Book, pp. 47-77.

First teach the pupils to find the product of an integer and a fraction. In multiplying a fraction by a fraction use cancellation freely. Make clear the principle that the value of a fraction is not changed by either adding or dividing both numerator and denominator by the same number.

Introduce division by a fraction as the problem of dividing by numbers smaller than 1; show concretely that in such cases the quotient will always be larger than the dividend through using many series such as 16÷8=2, 16÷4=4, 16÷2=8, 16÷1=16, \$16÷\$½=32 times, \$16÷\$¼=64 times. The difficulty in division by a fraction is that pupils have been led by their past experience to expect "divide" to mean "make smaller." Three ten minute exercises with many series like the one quoted will do more to insure success with division of fractions that many hours of explanation and analysis.

Teach first the division of an integer by a fraction.

Then teach division of a fraction by an integer.

Then teach division of a mixed number by an integer.

Then teach division of a fraction or mixed number by a fraction or mixed number.

Third Quarter.

Texts—Co-basal:

Thorndike, Book Two, p. 60-97.

Everyday, Intermediate Book, pp. 78-107.

Decimal fractions—addition, subtraction, multiplication and division.

The four operations with denominate numbers.

Emphasize the meaning of decimal "places" as an extension of the series ten thousands, thousands, hundreds, ten, ones, as well as their equivalents $\frac{}{100}$s, $\frac{}{10}$s, etc. Make number such as .07, 1.4, and .29 real by many concrete illustrations. If the pupil has a clear sense of the meaning of decimal numbers he will easily learn to operate correctly. Verify the placing of the decimal point by checking with numbers whose product is known. For example, in 1.32 x 7.48, have the pupil think of 1 x 7 and 2 x 7.

Fourth Quarter.

Texts—Co-basal:

Thorndike, Book Two, pp. 98-122.

Everyday, Intermediate Book, pp. 108-138.

Pupils should now have a mastery of the fundamental operations in fractions. The fundamental combinations should be fixated in consciousness through drill.

Be sure that each individual pupil can do this work.

Frequent tests—formal and informal should be given to ascertain the relative efficiency of the pupils.

Is your class up to standard in the recognized achievement tests in aritmetic—both in the tests in fundamentals and in the reasoning tests?

Give diagnositc tests to ascertain how instruction should be adapted to the needs of the individual.

SIXTH GRADE

Specific Objectives

1. Mastery of use of decimal point in the four fundamental operations.

2. Skill in solving everyday industrial problems requiring use of decimal fractions.

3. Review all fundamental processes.

4. Review all tables of measures.

5. Mastery of the fundamental principles of percentage and interest.

6. Adequate understanding of all fundamental arithmetical principles.

General Observations

With the completion of the sixth grade pupils are expected to have mastered:

1. The language of arithmetic.

2. To be able to see arithmetical relations.

3. Fundamental processes with integers, common fractions, decimal fractions.

4. To be accurate.

5. To have acquired reasonable speed.

6. To be able to visualize and solve the ordinary problems that occur in their home life.

7. Ability to work independently and use checks to determine accuracy.

The teacher should give both diagnostic and achievement tests at frequent intervals and in the light of the results modify her teaching procedure for the class and the individual so as to achieve the objectives.

Use any of the many standard tests for purposes of comparison.

First Quarter

Texts—Co-basal:

Thorndike Arithmetic, Book Two, pp. 124-155.
Everyday Arithmetic, Intermediate Book, pp. 139-194.

The different abilities with integers, fractions and decimals should now be fully organized.

Changes from common to decimals and vice-versa should be taught,

Second Quarter

Texts—Co-basal:

Thorndike, Book Two, pp. 156-185.
Everyday, Intermediate, pp. 195-213.

Memorize such tables of denominate numbers as are needed.

Teach reduction ascending and descending.

Third Quarter

Texts—Co-basal:

Thorndike, Book Two, pp. 186-215.

Everyday, Intermediate Book, pp. 214-238.

Percentage.

The meaning of "per cent" and "per cent of" as "hundredths" and hundredths of", changing from decimal to percent and vice versa. Computing the per cent of a number. Computing what per cent of a number a given number is. The simpler uses of percents in business, such as discounts for cash, trade discounts, commission. Adding and subtracting per cents.

Fourth Quearter

Texts—Co-basal:

Thorndike, Book Two, pp. 216-255.

Everyday, Intermediate Book, pp. 238-277.

Review and test. Test for individual weaknesses as well as for class score.

The pupil should show mastery of fundamentals and evidence of skill in computation.

Follow suggestions given at end of fifth grade.

HYGIENE AND HEALTH

Texts for teachers:

Cobb's Graded Outlines in Hygiene Part I.

Clark, Physical Training in Elementary School.

Morning Inspection:

Daily hygienic inspection is regarded as an important part of the regular training in hygiene in all elementary grades.

The purposes are as follows:

1. To stimulate personal pride in cleanliness, habits of safety and of body-building by noting and approving satisfactory performance on the part of the children.

2. To bring about a more perfect mutual understanding and co-operation between the home and the school.

3. To make the instruction carry over into practice without which the work will be valueless.

The method may be somewhat as follows:

Teacher stands in front of class where every indiviudual is in plain sight and notes:

1. Evidences of general cleanliness and good appearance.

2. Details as to condition of dresses, blouses, shirts, collars, hair ribbons, neck ties, etc.

3. Calls for show of handkerchiefs.

4. Condition of shoes. Children turn and place feet in aisles.

5. Condition of hands and nails, necks and ears—noted by teacher passing up and down the aisles, the children being in position for inspection.

6. Care of the teath. Children who have brushed their teeth before coming to school may be asked to stand.

Note. In some of the higher grades the inspections may be made by appointing for each row a health officer who makes the inspection under the direction of the teacher.

Inspection for Signs of Acute Health Disorder.

The purpose of this inspection is to protect the school and the community from contagious disease.

In the performance of the function the teacher is a health officer co-operating with the Board of Healh. It is not expected that

diagnoses can or will be made—to do this would be to defer action until all the harm that could be done has been done. It is expected, however, that every teacher knowing the ajpearance of each child in health will be able to detect the evidences of acute illness and long before an accurate diagnosis could be made remove the child from contact with other children and thus prevent the possibility of the spread of contagious sickness.

The signs to look for are:

1. Sore throat.
2. Ear ache
3. Running nose.
4. Sore eyes
5. Dizziness or faintness
6. Flushed face
7. Unusual pallor
8. Eruption of any kind
9. Vomiting
10. Frequent coughing
11. Convulsions
12. Swollen glands in neck
13. Puffiness of face
14. Shortness of breath
15. Acute pain
16 Parasitic skin troubles
17. Head ache
18. Lassitude
19. Fever
20. Increased pulse rate

The presence of any one or more of these signs in any child demands of the teacher a further investigation and if necessary the removal of the child from the room.

The inspection need occupy only about five of six minutes and if repeated methodically for a few weeks will become habitual and easy. Guard against its descending into a careless perfunctory routine.

Grade I

Objective: Healthful living through the formation and practice of health habits.

Subject Matter: Habits.

(a) For Cleanliness. Keep hands and face clean. Clean teeth twice a day especially before retiring. A clean handkerchief daily.

(b) For Safety. Look in both directions before crossing a street.

(c) For Body-building.
Plenty of water and milk daily.
Sleep at least 11 hours daily.
Play in open air at least two hours daily.
Sit tall with hips well back always.

Method:

(a) Weigh and measure every child at the beginning of each six weeks period.

Record data on Class Room Height—Weight Record Chart and hang on wall where children can observe their individual records. Make the weighing, measuring and gaining a recreational part of school work. Make it a game with as appeal to the play instinct.

(b) Inspect daily. Check on the habits of cleanliness and occasionally get reports on the habits of safety and body building.
Inspect daily also for the evidence of acute disorder and report any child acutely ill to your principal or the nurse.

(c) Expression work.

1. Introductory material to secure interest:

(Suggestive rhymes—find others).

"I wash my face and hands with care
And then I comb and brush my hair."

"Beneath my nails no dirt you'll see,
I keep them clean as can be."

"Tony Toothbrush keeps our teeth
White and smooth and clean;
If we use him after meals
How pleasant it does seem."

"We must wash our ears both in and out,
And up and down and round about."

"Mary had some little teeth,
They were as white as snow,
When Mary did not clean them
How yellow they did grow."

"Cover up your cough or sneeze,
Or you'll surely spread disease."

"Water, water, six glasses a day
I must not forget it at work or at play."

2. Other Work.

Not only can satisfactory correlations help in the formation and fixing of health habits, but the subject matter of the different health habits can be used to illuminate and vitalize other school subjects.

Remember that "no matter how crude the result, if the it is the child's own best work, it is a means of securing

his interest and cooperation through his personal accomplishments."

Have children make cut-outs of health ideas. Color them. Make a booklet. Have them make posters. Sing health song.

Play such games as

Cat and Mouse
Round and Round the Village
Cross Tag

This is the way we
March
Skip
Jump, etc.

Folk dances:

Testing the Teacher's Work:

By the end of the year the children should have acquired the health habits listed under "Subject Matter." Every teacher thus has a means of knowing whether or not her work during the year has been successful.

Grade II

Objective:

Healthful living through the formation and practice of health habits.

Subject Matter: Habits.

(a) For Cleanliness.

1. Review. Keep hands and face clean. Clean teeth twice a day especially before retiring.
   a Clean handkerchief daily.
2. Additional. A warm soapy scrub brush bath at least twice a week. Brush hair well every morning.

(b) For Safety.

1. Review. Look in both directions before crossing a a street.
2. Additional. Never attempt to get on or off a moving vehicle.

(c) For body-building.

1. Review. Plenty of water and milk daily.
   Sleep at least 11 hours daily. Play in open air at least two hours daily. Sit tall with hips well back always.

2. Additional Sleep in fresh air always.

A bowel movement every morning. Eating some vegetables and fruit every day.

Method:

(a) Weigh and measure, etc. (Same as for 1st Grade.)

(b) Inspect, etc. (Same as for 1st Grade.)

(c) Expression Work.

1. **Continue use of rhymes for interest.**

"Three cheers for the soap and three for the towel,
And three for the toothbrush, too,
And three for the bath before breakfast or bed,
I like to be clean, don't you?"

"Every day I'll brush my hair
Through and through with greatest care."

"Fresh air in the day time,
And fresh air at night,
Keep the children healthy,
Happy, strong and bright."

"An apple a day
Keeps the doctor away."

"Potatoes and spinach,
And beans and peas,
Be sure that you eat
Plenty of these."

"One, two, three; one, two, three;
I don't drink coffee, I don't drink tea,
Water, milk and cocoa are better for me."

"Little Bo-Peep has ten hours sleep
From early night till morn,
Little Boy-Blue takes ten hours too,
Before he blows his horn.
But simple Simon sits up late
And so 'tis plain to see
Why he is dull, and they are bright
And happy as can be."

"When crossing streets in any town
Look right and left and up and down."

2. **Other types of Work and Correlations:**

Games:

Play store
Guessing games
Riddles
Out-door games
Cafeteria game—choosing foods.

Graphic devices:

Ladder of Health (Illustration—get others).
(one round for each pound)
Device used in connection with weighing and measuring in which a little paper figure represents the child as he mounts the ladder.

Dramatic devices. (Example).

The "Movie Man." and the "Zookie."
These imaginative characters are linked with the Mother Goose Rhymes in a delightful way. See:
All Through the Day
The Mother Goose Way.
Lippincott.

Drawing:

Health habit subjects.
Soap
Tooth brush
Bath tub
Vegetables
Fruits
Milk bottle, etc., etc.

Poster:

Foods
Sleeping with windows up.
Up in the morning smiling.
Brushing teeth.
Taking exercise out of doors.
Drinking water and milk.
(Note: Material for above and many other posters can be cut out of magazine advertisements and a suitable legend printed on the poster.)

Testing the Teacher's Work:

The real test of the teacher's work is the habitual responses of the children. The health habits of the previous grade should now be well fixed and the children should have made satisfactory progress in the acquisition of the additional Second Grade habits, listed under "Subject Matter."

GRADE THREE

Supplementary Text.

Herben's Jack O'Health and Peg O'Joy.

Objective: Healthful living through the formation and practice of health habits.

Subject Matter:

Habits:

(a) For cleanliness.

1. **Review. Clean hands**—before eating—after toilet. No dirt under nails, nails carefully trimmed and filed.

Clean face, neck and **ears.**

Clean teeth, twice daily, always upon retiring.

Visit dentist every six months.

Clean handkerchief daily. Right use when coughing or sneezing, place to carry.

Full bath, warm, soapy, scrub brush, at least twice a week.

Hair, washed every week (boys) or two weeks (girls) and brushed every morning.

2. **Additional.** Clean, loose porous clothing suited to season and weather.

(b) For Safety.

1. Review. Look in both directions before crossing a street.

Never attempt to get on or off a moving vehicle.

2, Additional. Never help yourself to medicine of any kind. Take it only from your parents or a nurse.

(c) **For body-building.**

1. Review. Plenty of water and milk daily. Sleep in fresh air at least ten hours daily. Play in open air at least two hours daily. Sit tall with hips well back always. Have a bowel movement every morning. Eat some vegetables and fruits every day.

2. Additional. Eat at regular times. Eat slowly and chew your food thoroughly. Take no sweets between meals.

Instruction: The simple facts which will explain the "why" of the foregoing health habits. Make comparisons and contrasts between desirable health habits for ourselves and those of animals, of people in warm climates, of people in colder climates, of ancient peoples.

Method:

(a) Weigh and measure every child at the beginning of each six weeks period.

Record data on class room height—weight record chart and hang on wall where children can observe their individual records. Make the weighing, measuring and gaining a recreational part of school work. Make it a game with an appeal to the play instinct.

(b) **Inspect daily.** The daily inspection should be carried out with great regularity. Particular attention is to be given the cleanliness habits listed above. Have a regular time on the daily program for this work and make the procedure impressive enough to secure the type of response most desired.

In connection with each habit explain in a simple and interesting way why the habit is desirable, emphasizing the positive side of the matter—that is, the joy, pleasure and satisfaction that come from being clean.

This does not take the place of the teacher's daily or twice-a-day inspection for the discovery of signs of acute health disorder, which is strictly a Board of Health function for the protection of the school and the community from contagious diseases, but must be carried out with as great regularity.

(c) **Expression Work.**

Posters and Original Rhymes. Combine these in the form of charts for use in lower grades.

Graphic Devices. Select such devices as will:

1. Give added clearness, emphasis or interest to instruction.

2. Give expression to the interest created and by expression to strengthen this interest.

Dramatic Devices. Simple health plays.

School Lunch. In the use of this form of expression aim to secure:

1. Educational value.
2. Health value.
3. Social value.

Plays, Games, etc. These constitute the great project and enterprise of childhood. Aim to make children more successful and happy in their special enterprise. Cultivate out-door-

mindedness by wholesome and enjoyable activities out of doors.

Reading. Use supplementary readers that give essential health information.

Rosy Cheeks and Strong Heart.

Sure-Pop and the Safety Scouts.

Stories of Modern Heroes: Pasteur, Walter Reed, Dr. Grenfell, etc.

Testing the Teacher's Work:

By the time the child has completed his third year in school he should be rather definitely habituated to a satisfactory daily program of living. To test the teacher's work the objective "Health living through the formation and practice of health habits" must be kept in mind.

Little attention is to be paid to the knowledge acquired but much to the habits formed. The teacher's work has been well done when all her children have the habits designated under subject matter so well fixed that such habits constitute a foundation upon which to build acceptable health ideals and to which to relate the knowledge generally regarded as essential to health.

GRADE FOUR

Text:

Hutchinson's, The Child's Day (Utah edition.)

Supplementary Text: Ferguson, A Child's Book of the Teeth.

Introduction:

Children who have been trained satisfactority in habit formation as outlined in grades one, two and three, come to the fourth grade with some keenness for fundamental health knowledge, i. e., they are anxious to know the why's of the habits already formed.

This is well. The work of this grade aims, therefore, while holding to daily practice of essential health habits, to furnish the information most needed and to develop the power on the part of the children to determine values, one of the most important aims of education. The year's work is a project in which the children are divided in the acquisition of specific information and are led to determine the value of the knowledge as a basis for the formulation of a daily program of health habits. The information is furnished in the form of a text and at every step the teacher should make opportunities for judging values with the definite purpose of formulating by the end of the year a defensible daily program of living.

Objective:

Healthful living through the practice of health habits, and the determination of an individual daily program based on knowledge essential to health.

Subject Matter: Habits:

1. Washing hands before eating and after attending toilet.

2. Brushing teeth at least twice daily.

3. A full bath at least twice a week.

4. Sleeping long hours well covered and in the fresh air.

5. Eating three warm wholesome meals regularly each day, with no candy or other sweets between meals. Sitting down to eat, eating slowly, chewing thoroughly.

6. Eating every day some fruit and two or three vegetables. At every meal some whole grain bread or cereals.

7. Drinking a quart of milk and at least six glasses of water daily but no tea or coffee.

8. Playing at least two hours in the fresh air daily.

9. Carrying a clean handkerchief and being careful to protect others by holding it over the mouth and nose and bowing the head when coughing or sneezing.

10. A bowel movement every day, preferably in the morning.

11. Standing, walking and sitting erect.

Health Knowledge.

The information to be found in Hutchinson's "The Child's Day." This subject matter is easily divisible into as many units as there are weeks in the year and it is advised that there be each week one lesson specifically dealing with this material and one lesson correlated with some other subject in the curriculum One week correlate with language, another with art, another with geography, etc.

Keep before the children the idea by the end of the year a daily program is to be worked out in detail and that accurate knowledge is necessary.

Method:

1. Weigh and measure each member of the class at the beginning of each six weeks period. (The length of this period can be varied to suit local circumstances, some superintendents will desire monthly weighings.)

A weight project can be worked out somewhat as follows:

1. **Object.** To find out whether I weigh what a healthy boy boy (or girl) of my height and age should weigh, and to work to maintain my health and normal growth, or to bring myself up to the standard in weight and height.

2. **What I Need to Know and Do.**

(a) What the standard weight for my height and age is.

(a) How to weight myself and to weigh regularly to see how rapidly I am coming up to standard.

(c) What I need to find out about foods in order that I may gain weight.

(d) To learn what other things I need to do to gain in weight.

(e) To learn the injurious habits I need to avoid. Other projects can be worked out in connection with the data obtained by weighing and measuring.

2. Hold an election at the beginning of each six weeks period. Have the children elect six health officers, each one to serve for a week, and a Board of Health consisting of four, five or six dependent on how the room may best be subdivided.

The health officer for the week of his service should observe and make a blackboard record of the temperature of the room at least three times daily—in the morning, at mid-forenoon and at the beginning of the afternoon session; should arrange the window for ventilation; air out the room at recess period, at noon and at any other time that physical exercises are going on; close windows at the proper times.

The members of the Board of Health act for the six weeks period as monitors for their respective subdivisions of the class and check the members of their squad daily, under the direction and supervision of the teacher, on the list of habits for fourth grade children.

The teacher gives general directions in the following daily routine:

1. Morning inspection by Board of Health—each monitor always having same squad.

2. Pupils stand showing hands, teeth, shoes, handkerchief, etc., on proper signals.

3. Pupils respond by show of hands or by standing what their performance has been on each of the health habits. Teacher call the habits by number and Board of Health members record the failures. The sheets furnished by the Modern Health Crusaders

are in good form for the making of this record. The formation of a suitable record form may be made a class project.

3. Correlations with other subjects in the curriculum.

Language.

Use health knowledge for composition work.

Make original health rhymes. Make up stories that will be valuable to tell to children of lower grades.

Health plays for content and expression work.

Art.

Poster making.

Competition in.

Geography.

Comparisons of health habits of other peoples with our own.

Civics.

A clean, therefore, healthful school.

Develop individual responsibility for maintaining of clean rooms, clean school building, clean grounds.

Reading.

Any interesting information supplementary to the text.

Spelling.

Lists of words taken from hygiene text.

Music.

Train children to sing some health songs.

4. Applying knowledge in the work of formulating for ourselves a daily program of good health habits which we hope to follow for the remainder of our lives.

Testing the Teacher's Work.

The actual weight, vigor, pep and general appearance of class members, and their ability to make and defend their own daily program will be the measure of the effectiveness of the teacher' work.

GRADE FIVE

Co-Basal Texts:

Emerson and Betts, Hygiene and Health, Book One.

Ritchie-Caldwell Primer of Hygiene.

Children about ten or eleven years old who have had good fourth grade work in health, have been held to rather persistent practice and have succeeded in formulating a program of daily performances conducive to the maintenance of health have reached a very interesting stage in their development. This is for them a time of slow growth, less liability to fatigue and active development of the special senses.

Interests are practical such as manual training, collecting, trading, hunting, love of pets, etc. This is a golden period for memorizing, for drill, for accuracy in pronunciation, etc. Children now enjoy keeping a journal or other record, are fond of biography, and are apt to be influenced more by their companions than by their teachers directly. A favorable time for conforming boys and girls in the mental attitude of cheerfulness and optimism. Health work must be concerned and carried out in the light of these facts.

Objective:

Healthful living through confirmation and reinforcement of daily program of health habits, a more accurate knowledge of the facts essential to health, and the devlopment of a permanent attitude of cheerfulness and optimism.

Subject Matter: Habits.

A full daily program such as that put out by the Modern Health Crusaders, or that formulated by students themselves at the close of the fourth grade work.

A definite class project may consist of the determination of the program to be used during the year and the agreement as to the methods to be pursued in checking on individual performance. Remember that these children are apt to be influenced more by each other than by the teacher. It, therefore, becomes the teacher's duty to see to it that their influence on each other is wholesome.

Instruction.

The subject matter to be found in Ritchie and Caldwell's "Primer of Hygiene" is sufficient to furnish material for one period a week throughout the year. There should be an additional period each week devoted to such subject matter as will make successful correlations with the other subjects in the curriculum.

This instruction should lay emphasis upon the practical relationship between health habits backed by accurate knowledge on the one hand and success in life on the other. There is an abundance of material in the field of biography that can be used to make emphatic this relationship.

Hero of Panama—General Gorgas

Hero of Labrador—Doctor Grenfell

Hero of Disease Prevention—Louis Pasteur

Heroine of Crimean Wars—Florence Nightingale.

Courageous Living—R. L. Sevenson, Theodore Roosevelt.

This is the time to furnish accurate information on diet, foods, eating habits, etc., on exercise and posture, on rest, sleep and regularity; on the need of personal cleanliness; and the importance of protecting others.

Permanent Attitudes.

It is, of course, recognized that in all of the work of health habit formation and the acquisition of essential health knowledge a splendid foundation is being laid for the development of permanent attitudes. Emphasis must now be placed, however, on a desirable mental attitude, fundamental to success in any phase of practical life, namely, cheerfulness and optimism.

Remember that we are training children for success and that while we are to see to it that they get training in the concentration of attention so as to promote orderly association of ideas in the normal social relationships that will guard against oversensitiveness, shyness, and inefficiency in the daily opportunities to respond naturally to their feelings, and in the taking of effective action in the various situations of school life with its necessary difficulties so as to become habituated to the meeting of difficulties courageously instead of running away from them; yet we shall keep in mind as a fundamental consideration the almost universal need of the development of a permanent attitude of cheerfulness.

Browning put the philosophy of good cheer in these lines:

"The year's at the spring
And day's at the morn;
Morning's at seven,
The hillside's dewpearled;
The lark's on the wing,
The snail's on the thorn,
God's in His heaven—
All's right with the world."

The development of this permanent attitude depends first upon how successful the teacher is in creating in the school room an atmosphere permanently joyous, happy and optimistic. This must be the attitude of the teacher who will then be able to inspire in her puipls "a fine morale which will lighten difficulties, make worry largely impossible, encourage optimism, and promote the development of fine habits.

Method:

The formulation of a daily program.

Students are to be drawn into a co-operative or class project and led to take an active part in the determination of the elements of approved daily procedure.

(a) Make the list of habits to be checked on daily.

(b) Decide on the method of checking.

(c) Get out the forms necessary.

1. Form for wall chart of height and weight.
2. Health officer's record.
3. Forms for members of Board of Health.
4. Daily record for individual students.

Weighing and Measuring.

Weigh and measure every member of class at beginning of each six weeks period. Pair the students so as to give each one some experience weighing and measuring each other. Discuss at earliest opportunity the results and their significance. Teach the use of the Wood's Tables. Show how graphically to represent the individual's weight curve and compare it with normal.

Election of Health Officers, etc.

After determining the form of organization through which the health work is to be done, proceed to the perfection of the organization whatever it may be, and initiate it upon its work. This is good work to correlate with the introduction of Civics and the dawning interest of the individuals of the group.

A Happiness Slogan.

As a means of reminding students frequently about their daily and hourly attitude of cheerfulness, consider the adoption of a class slogan:

"Happiness is a Habit—Get the Habit."

"Say 'All Right', and feel All Right about it."

"A Merry Heart doeth Good like a Medicine."

Have a slogan competition and offer some kind of distinction for the formulation of the best. After selecting the slogan utilize it among other means to secure suitable reactions of pupils to the situations of daily school life.

Obedience to adopted regulations must be cheerful. Respect for law is necessary to secure permanent happiness. Say "All Right" and feel all right about the difficulties that are encountered each day. Any student who shows a grouch is failing to live up to the class slogan. Make the idea of cheerfulness permeate the daily life of the boys and girls so that the attitude will become permanent.

Correlations.

Make correlations with the other subjects of the curriculum planning for one correlated lesson each week. The subjects that lend themselves most readily are:

Reading
Language
Geography
History, including biography
Hand work
Art
Arithmetic.

Testing the Teacher's Work:

The best tests, of course, are:

(a) The habitual performance of the health habits.

(b) The happiness and cheerfulness of the members.

(c) The accuracy of knowledge of the text used in the class.

COURSE OF STUDY IN HEALTH

Co-Basal Texts:

Emerson and Betts, Physiology and Hygiene, Book Two.
Ritchie-Caldwell, Primer of Sanitation.

Grade VI.

Parents and teachers alike are confronted, in dealing with sixth grade children, with the problem of understanding boys and girls who are just entering or about to enter a period when they do not understand themselves. Unrest, fickleness, irregularities, moods, etc., characterize this and a few succeeding years. Very soon, now, the period of "don't" is passed because of the beginning development of the will. But one very hopeful condition is that there begins a new sensitiveness to moral influences and the teacher has her best opportunity to teach good manners and develop some measure of reverence and chivalry in boys and gentle womanliness in girls. This is the period for team play of all kinds and for the introduction of the individual into group organizations with development of group responsibility. While these nascences become of greater significance in the years immediately following, they have their beginning now and beginnings are pregnant with teaching opportunities.

Objective:

Healthful living for the individual and the group through health habits, sanitary practices, and the mental health that is shown by courtesy.

Subject Matter:

Health habits are to be confirmed and given as permanent a place in daily living as can be done. The general scheme is to be worked out through a cooperative effort on the part of teacher and students. The full daily program of the Modern Health Crusaders is very suitable for sixth grade work.

Health Instruction.

Personal Hygiene is based in the main on the facts of physiology and anatomy, and an effort has been made particularly in the fifth grade work to present these facts simply and effectively. Sanitation or public health, or the prevention of infections is based principally on bacteriology or, more strictly, parasitology. The systematic study of a well organized text book on this subject is the best means of acquiring this essential knowledge.

Richie's "Primer of Sanitation," the 1920 revision, is such a text, containing, besides some introductory matter in the first two chapters, thirty-five brief chapters on the parasites that infect the human body. This subject matter can be conveniently covered in a once a week lesson through the year and a close adherance to the sequence in the text is advised except in this: It is deemed best after considering the introductory material in chapters I and II to next study Chapter V before taking up III and IV. This recommendation is based on the belief that it is best to teach the students the true nature of bacteria, showing how they are to be found in dust, water, and air, how they grow, and what they look like, dealing in the beginning with harmless and useful bacteria. Then there may follow the story of disease producing organisms. This approach will prevent the children from becoming morbidly afraid.

Health as Reflected in Optimism and Courtesy.

The following suggestions are taken from Cincinnati's Tentative Course of Study in Health Education, 1923: Good Health is expressed by our optimism and good manners, man's great asset on the road to success.

A healthy boy is a gentleman. He is never rude to ladies and always courteous to men.

A healthy boy is considerate of the health and comfort of others. He does not slam doors and stir up germ laden dust, but closes the door quietly, and as he found it. Hats are worn outdoors for protection. Indoors and in the presence of ladies we take our hats off.

A healthy boy is strong and courteous. He arises when a lady enters the room and offers her his seat.

A healthy boy is a true knight. He assists ladies wherever the opportunity offers. He picks up anything a lady accidentally drops

and hands it to her. He offers to carry her packages or books when with her. He is particularly kind and polite to his mother, and shows her at all times the courtesies he would show to others. He never leaves the house without saying "Good-bye". As he is strong and healthy he is deferential to elderly people and assists them whenever he can.

Gloves are worn to keep his hands warm. Pockets are to carry handkerchiefs and other necessary articles. A healthy boy does not stand with his hands in his pockets.

A healthy boy stands erect, is manly and unafraid, is honest and looks all people straight in the eye.

Health as expressed by conduct for girls.

Girls particularly are interested in improving their personal appearance. Let them see that rosy cheeks and sparkling eyes, as a result of good health, are preferable to pale, sallow or manufactured complexions.

"The cultivation of the spirit of 'out-of-door-mindedness' may succeed in making even proper shoes and warm clothes fashionable."

The function of the skin must be taught, and the results of neglected or abused skin pointed out. Cleanliness of clothing must be urged. Reasons for washing the hands before meals, for full bath and proper methods of taking them, are a vital part of the health course.

A healthy girl is not boisterous. She has a good time but is not conspicuous. Loud laughter and shrill talking are harmful to the voice, and repellent and detract from feminine refinement.

A healthy girl does not lose her temper. It indicates impaired nervous control, lowers her in the respect of other, and develops a hardness in her features which takes away from the beauty of her expression.

A healthy girl does not sulk. A sweet disposition and a smiling countenance indicate a healthy constitution, and is a woman's greatest charm.

A healthy girl is honest and does not pretend. Pretense is deceit. Magnifying deeds does not increase one's value, is easily discovered by others and then destroys a wholesome, buoyant, healthy spirit.

A healthy girl never shirks her duty. Health makes for efficiency. An efficient girl is popular at home and in company.

A healthy girl does not quarrel. Health creates optimism and kindness. A quarrel is a sign of coarseness and ill breeding.

Health develops personality, indicated by buoyancy of carriage, neatness in dress, gentleness in manner, unselfishness in conduct, and sunshine in disposition.

A healthy girl graciously acknowledges any courtesy extended her by man, woman or child.

Method:

1. Weighing and Measuring.

   Weigh and measure each student in the grade. Compare with the normal as indicated by the Wood's Tables. Help each student to work out a project for bringing himself up to weight; for maintaining himself at or above the average for his age and height.

2. Organization of students looking to the development of individual and group responsibility.

   (a) Discuss various types of organization — Health of Crusaders, Junior Red Cross, Health Clubs, Boards of Health, Civics and Health Clubs, etc., etc.

   (b) Decide upon preferable organization.

   (c) Organize.

   (d) Outline the work of the organization.

   (e) Begin the work.

   (f) Hold the organization to its work.

3. Correlations.

   There should be one lesson per week correlated with some other subject in the curriculum.

   History
   Geography
   Language
   Reading.

   A good magazine such as Hygia, published by the American Medical Association, should come to the class regularly. Bring in articles related to the text book subject as they appear in the periodical press of the country.

   Cull the daily papers for accounts of accidents and in the language work have students prepare four-minute talks on accident prevention and deliver them to the children of lower grades.

   Civics. Connect up with the health work of the community at as many points as possible. Make of the school a community for the practice of public health. Put some re-

sponsibility upon sixth grade students for the maintenance of sanitary buildings and grounds.

Testing the Teacher's Work:

Are the students holding themselves to the performance of a good set of personal habits? Do they have a quickened sense of responsibility for the sanitary condition of the school community? Do their daily lives show through their cheerfulness, optimism, and courtesy that they recognize these things as evidences of healthful living?

PHYSICAL EDUCATION.

Texts for Teachers:

(a) Clark, Physical Training for the Elementary Schools.

(b) Hetherington, School Program in Physical Education.

(c) Williams, The Organization and Administration of Physical Education.

I. The general objectives of Physical Education are the same as those of general education. It is necessary to make it so if we are consistent. Much misunderstanding has arisen in the past because of a failure to distinguish between the general or ultimate ends and the specific or immediate aims. It is best to think of physical education as involving both the knowledge of and the mode of living which is necessary to produce that condition of the body and mind which manifests itself in "the highest enjoyment of life, the greatest constructive work, and that shows itself in the best service to the world." These general objectives may be summarized as:

A. **Health.** Not the health that is often defined as mere freedom from disease—but that health which is described "as that quality of life that renders the individual fit to live most and to serve best."

B. **Citizenship:** That citizenship which involves obedience to laws; which is patriotic to country; which is actively loyal to the state; which shows enthusiastic work for the community: which is ripe with the spirit of neighborliness; and which manifests the spirit of sportsmanship and fair play in all life's transactions both in vocational and leisure time activities as fixed by the highest ideals of a freedom-loving and civilized society.

C. **Worthy Home Membership:** That condition of the individual in which thrift, fair play, generosity, sympathy, participation in home activities, co-operation willingness to do, happiness, love of home, have become fixed habits—an unmistakable part of the personality of the individual.

D. **Ethical Character:** A character built upon and habitually fixed by living the highest concept of health, citizenship, and worthy home membership.

II. **Specific or Immediate Objectives:** Although the teacher of physical education should never loose sight of the general ends, it is necessary to choose certain, but definite, aims which may be reached and which may be reached at once. These aims should always lead

to the larger general ends. The following indicate some of the specific objectives which may guide the teacher:

A. Good Posture.

1. Upright well poised position of body and limbs. Apply triple test.
2. Well balanced trunk, shoulders and spine.
3. Workable chest wall and diaphragm. A chest that can supply the demands for respiration, without getting sore in daily activities and in emergencies.
4. Well and strongly shaped feet and legs. See Bancroft, Posture. Walk with feet straight forward. Stand with feet slightly apart.
5. Habit of getting body into most advantageous and efficient positions during the performance of any type of activity which the body is called upon to perform.
6. Habits of grace and ease of carriage in all activities.

B. Adequate Big Muscle Activity to insure:

1. Good circulation and respiration not only for regular daily activities but for emergencies.
2. Good muscular metabolism. Get general muscular fatigue, but not exhaustion.
3. Desire for activity: Get a desire for activity through establishing habits of activity.

C. Competition: Activity to insure:

1. Incentive to best and most efficient effort.
2. Acquisition of habits of observing group rules and fair play.
3. Various types of social co-operation.

D. Happines: Activities which will instill **habits** of happiness, e. g. that will carry over to vocational and leisure time activities. All play forms—particularly of the Big Muscle Type.

1. Sense Type Plays.
2. Motor Type Plays.
3 Rhythmic Type.
4. Constructive Type.
5. Hunting Type.

Hide and seek games.
Hunting for plants.
Tracking animals, etc.

6. Collecting Type.

7. Parental and Nurture Type, Pets, Gardens, etc.

8. Social Type.

See list of activities later in this outline.

E. Body Control: Activities that will give control of body in:

1. Rhythmic activities—a neuro-muscular knowledge of various simple fundamental rhythms.

2. Control of body in difficult places.

a. Walking fences.
b. Walking in high places.
c. Hanging by arms.
d. Pulling body up by arms.

F. Muscular Strength and Efficiency: Activities that will prepare for and ensure muscular strength sufficient:

1. To perform daily tasks with greatest ease.

2. That will prepare for emergency cases.

(Note: No attempt should be made to create big muscles for big muscles sake).

G. Counteract evils that may result from a one-sided vocational life.

1. Use of muscles not used except more or less statically in daily activities.

2. Create habits of coordination in muscle team work so that pupils may respond most effectively in emergency cases.

3. Correction of defects.

H. Loyalty to Group: Activities that will establish:

1. Habits of loyal group response.
2. Habits of "give and take" pleasantly.
3. Habits of subjecting individual desire to group need.
4. Habits of pleasant association.

III. Subject Matter: The objectives are so varied that they require many different types of activities. It is also important that all of the objectives be reached in the training of each child. It is, therefore, necessary that each child be trained in all types of activities necessary to ensure the accomplishment of the objectives. It is the priv-

ilege of the leader in physical education to choose the types of activities, being content only when the objective has been realized in each child.

The material (or tools) with which the teacher has to work is varied but definite.

A. Health Inspection. (See Hygiene Outline).

B. Health Instruction: (See Hygiene Outline).

C. Activities: Physical Training.

1. **Play Activities:**

"Play is an activity which, from the point of view of the observer, meets no need except that of development; and from the point of view of the one who plays, is carried on entirely for its own sake and not for the sake of the results." Freeman—"How Children Learn."

"Play will thus include practically all the activities of children and the larger share of those of adults, such for instance, as baseball, football, tennis, golf, polo, billiards, and countless other games and sports; diversions such as traveling, hunting, fishing, yatching, motoring, flying, dancing, vacation outings, games, races, spectacles, fairs, tournaments, and expositions; the theatre, opera, moving pictures, lectures, and entertainments; the enjoyment of music, painting, poetry, and other arts; the daily paper, the magazine, the short story, and the novel." (Patrick.)

"Play is for childhood the shining gate that opens wide to life, to sociability, endurance, co-operation, natural growth, and the subordination of one's own desires to common ends.

"For maturity, the shining gate swings backward, restoring joyous memories and the early freshness of boyhood's mornings, recreating body and soul, warding off nervous exhaustion, maintaining balance and proportion in life, making work tolerable for the oppressed, and releasing the worker to increased efficiency." R. E. Edwards.

a. Sense Plays.

b. Motor Activities.

1. Running, jumping, climbing games.

2. Hiking, skating, skiing.

3. Acquatics:

A. Swimming.
B. Paddling.
C. Rowing.

c. Constructive Plays.
1. Rhythmic.

d. Hunting Activities.

e. Combative or Fighting Activities.

f. Imitative Plays and Games.

g. Parental or Nurture Types.

h. Social (Team) Type.

2. **Gymnastics.**

"When our object is of that special hygienic nature, we must turn to formal gymnastics instead of riveting our attention to play, games and sports, however necessary parts of a complete physical training these may be." Bolin.

"He who considers that gymnastics must first and foremost counteract and supplement the daily activities, must differ in his practical work from him who sees in gymnastics a preparatory training for these activities." Bolin.

"Guts Muths called gymnastics, work. There should be no doubt about gymnastics being work; but it should be made willing work." Bolin.

Good posture should not only be conditioned to certain types of vocational activities such as is done in story plays or natural gymnastics, but to itself in certain movements such as walking tall, sitting tall, standing erect, running tall,—activities in which the conscious effort is upon the posture itself rather than upon the thing being done.

a. Free well selected activities without apparatus.

b. Activities with apparatus.

c. Activities which tend to give facility in group action. Marchings, and tactics. See Bolin, Clark, Skarstrom.

d. Corrective Activities where needed.

e. Suggestive Notes:

(1). The teacher should be constantly alert in recognizing and correcting poor posture in sitting, standing, and marching positions.

(2). Postural development is of two kinds:

(a). Training muscular sense—whereby child knows when he is in a correct position, and knows how to reach it,—secured by assuming natural position, aided by elevation cues.

(b). Strengthening weak muscles by exercise, so that child may be able to hold proper posture exercises.

(3). Teacher should observe the posture of each child with great care, noting necessary corrections. Inform each child of his defects.

(4). Every formal exercise should start and finish in correct posture.

f. Triple Posture Test:

(1). Standing test: Inspect class standing, in profile. Drop out each child not in good posture, forming separate group 2.

(2). Marching test: Drill group 1 in marching tactics for a few minutes. Those who slump should be placed in group 2.

(3). Exercise test: Give setting up drill to pupils left in group 1 for a few moments, using arms in upward positions. Again drop out those showing faulty posture. Those left represent final group one.

g. Judging Correct Posture:

(1). By vertical line test for body as a whole. A line dropped from front of ear to forward part of foot should parallel the long axis of all segments of body. Test is easily made with a pole.

(2). By flat position of shoulder blades for shoulder posture. Point of shoulder should be directly under ear, and point of shoulder blade should not stand out prominently in the rear.

h. Elevation Cues:

(1). Head up or lift the head.
(2). Chest up or lift the chest.
(3). Waist flat or stretch the knees.

(4). Back straight or stretch the knees.
(5). Weight forward.
(6). Stand tall.

3. Rhythmic Activities:

a. Fundamental Rhythmic steps.
b. Interpretative movements or dancing.
c. Swinging games.
d. Folk Dancing.
e. Social Dancing.
(See Clark, Burshnell).

4. Competitive Activities (All Forms of Athletics).

a. Game Competition.

(1). Organized team games.
(a). Basket ball.
(b). Football.
(c). Tennis.

(2). Tag or "it" games.

(3). Games with few rules.
(a). Basket ball types.
(b). Baseball types.
(c). Tennis type.
(d). Football type.

b. Group Competition.
(1). Tug of war.
(2). London Bridge.
(3). Rowing.

c. Individual competition.
(1). Track and field athletics.
(2). Individual testing.

5. Club Activities.

The following activities may be indulged in by boys and girls and may indicate types of clubs that may be organized:

Girls.	Boys.
Hiking.	Hiking.
Swimming.	Swimming.
Tennis.	Baseball.
Indoor Base Ball.	Tennis.
Volley ball.	Hand ball.
Basket ball (girls rules).	Boxing.
Handball.	Bowling.
Golf.	Golf.

Field hockey.
Bowling.
Center ball.
Fifty-yard dash.
Hurdle races (low 1 ft. 6 inches, 2 ft. or 2 ft. 6 inches).

Basket ball.
Track and field.
Ice hockey.
Football.
Soccer.
Center ball.
Field hockey.
Squash.
Cricket.
La Crosse.

IV. Suggestive Material for different age groups (grades):

1. Notes on growth periods.

   a. Characteristics of the growth periods practically the same for both boys and girls up to ten years of age. After ten years of age, growth is much more rapid in girls.

   b. Physiological and mental age is marked in children by various periods, based on chronological ages, but is subject to considerable variation.

   c. Each period is characterized by certain physical and mental needs; certain capacities for activity; and certain spontaneous tendencies to activity.

   d. Physical training activities should be organized to meet these needs, capacities and tendencies. Each age group requires separate consideration.

   e. Children of widely varying physiological and mental age, as well as chronological age, may be found in a given school grade.

   f. Previous to ten years of age, sex differences may largely be ignored. Preferable socially for them to play together.

   g. After ten years, girls mature sexually about one year ahead of boys, hence physiologically more mature.

   h. Girls easily injured during early adolescence period, hence activity should be organized separately from boys.

   i. Structural development later makes great differentiation; girl less fitted for strenuous athletics or apparatus.

   j. Children suffering from temporary or permanent irregularity (structural, functional, or organic) which unfits them for normal activities need special attention.

A. First and Second Grades.

1. Play Activities:

a. Sense Plays: Plays in which the various senses are involved with the specific aim on the part of the play leader to give the child a wide experience; e. g. nature walks, hikes, looking at the scenery, decorating home, looking at pictures, decorating home with fragrant flowers, singing music, singing games and instrumental music, walking in difficult places, games which call for the recognition of material by touch, etc.

b. Motor Activities: Activities involving running, jumping, climbing by arms, pulling ,pushing, reaching, grasping, swinging, hanging, throwing, etc.

(1). File and relay races:

(a) Forward pass relay: First child with baton, (Any object, handkerchief, hat, stick, stone) in hand runs down to, or around a given point and return to a starting line. Second child received baton at starting line, repeats the run and brings baton back to third child. Continue until all children in column have run. Children must receive baton at or back of starting line.

(b) Ziz-zag relay: Four stones in front of each column in direction of path. Have them separated equally. At command GO, the first child on each team runs to the right of the first stone, passes it and then turns to the left of the second, to the right of he third, to the left of the fourth and round it and then zig-zag back. When he reaches the starting line, he touches No. 2 who duplicates the performance of No. 1. Column finishing first wins.

(c) Roll Over Relay: Run and at end of course fall forward and roll over. Jump to feet and return to file and tag next. All run. Run and make a full turn right or left in centre of course.

(2). Circle formation games:

(a) Whip to the Gap. One child carrying swatter (belt, towel, etc.) runs around outside of circle and places swatter in someone's hand. The child receiving it immediately hits the child on the right. The child who is being hit runs around the

circle until he is back to his starting position. The player with the swatter follows runner and swats him until he is back in position. The player with the swatter then runs on and places it in the hand of some other player.

(b) Bull in the Ring: One child who is termed the BULL is placed in the center. If there are over twenty-five children in the ring have two BULLS. The BULL tries to break out by charging the ring so the clasped hands are forced apart. If the BULL gets out, the player to the left of the gap becomes BULL. The game may be made more combative by the children in circle unclasping hands, standing shoulder to shoulder, and using the hands to shove BULL back.

(c) Fill the Gap: (Slip Jack): IT runs around the outside of the circle and strikes any one of the children on the back. The child who as been struck becomes IT. He chases the child who struck him in the reverse direction around the the circle. If IT touches the child chased before he gets back to the gap, the chased child becomes IT again. If not IT slaps someone else on the back. Etc.

(3). Tag Games.

(a) Ordinary tag: One of a group becomes IT. It is the duty of IT to try to tag someone else. If he succeeds the one tagged becomes IT.

(b) Japanese Tag: The game is played like ordinary tag, except IT must place one hand on the spot where he was tagged, and hold it there while trying to tag another child. Any player running outside of the area, automatically becomes IT. When foot is tagged all players hold foot.

(c) Pom Pom Pullaway (Hill Dill.)

c. **Constructive Types.**

(1). Building toys, kites, airplanes, boats, etc.

(2). Gardening, decorating home, caring for the lawns, etc.

d. **Rhythmic Activities:**

(1). Learning to walk, run, or both with arm movements to different times in music and to differ-

ent rhythms such as 3-4 rhythm, 2-3 rhythm, etc.

(2.) Rhythmic plays and simple folk dances.

(a). Occupation plays—Clark, page 104.

(b). Little Bo Peep—Clark, page 105.

(c). In Summer—Clark, page 106.

(d). Minute—Clark, page 111.

(3). Dancing.

(a) See "(a)" under rhythmic activities.

(b) Follow step—Done to 2-4, 4-4, or 6-8 music. Count 1. Step forward with left foot. Count 2, close to the first position with the right. This is left follow step. It may be left, right, or alternate in any direction.

(c) Gallop Step. Usually done to 2-4 music. It is like the follow step except that the two movements are done in one count. The last count should be a jump by both feet. Count 1—flex thigh and leg and step forward with the left, then close to first position with the right. Count 2—The same as count one. This is the follow step. It may be done left or right in any direction.

(d) Skip step: Done to 2-4 or 6-8 (6-8 better). Count 1—step forward with the left. Count 2, hop on left with right thigh and left leg flexed. Count 3, step forward with the right. Count 4, Hop on right with left thigh and leg flexed. This is forward skip step. May be done backward and sideward. The side step may be done by stepping across either in front or in the back of the advanced foot.

e. **Hunting Activities:**

(1) Tag or "It" games—Woolley.

(a). Run Sheep Run.

(b). Hide and Seek.

(2) Tag ball games., e. g. Center players in a circle, a ball or other object is placed in the center. Choose one player to be "it." This player takes the ball and hands it to another player. The player receiving it must replace the ball in the center of the circle and then try to tag the one who it "it" before the latter can touch

the ball. Either player may run around or through the circle in any direction. If the one who is "it" can touch the ball before he is caught, he may be "it" again. If he is caught, he goes in the circle and the chaser becomes "it." (Bowen and Mitchell, page 90).

(3) Hunting for flowers, animal tracks, stones, etc.

f. **Combative or Fighting Activities.**

(1). Individual types: Boxing, wrestling, etc.
(2). Team game types: Football forms, basket ball forms. —(Bowen and Mitchell, page 167 and 138).

g. **Imitative or Dramatic Types.**

(1). Simple Imitation: Do this, do that. Like "I say stoop," with greater variety. The leader makes a movement at the same time saying, "Do this, Do that.' If he says "Do this," all the players must imitate, but if he says "Do that," they must stand still. Any gymnastic movement or other activity may be used. When the leader sees anyone make a mistake, he calls that one up to be leader.—(Bowen and Mitchell, page 2).

(2). Story Plays: Going for Christmas Tree.
(a). Put on coats and hats.
(b). Run to barn for sled and hatchet. Two rows around one row of desks. When the teacher claps hands they stoop. Second clap they run on to places or woods. (Bowen and Mitchell, page 8. Also see Clark for other illustrations).

(3). Dramatization of Stories.

h. **Parental and Nurture Activities.**

(1). Doll Plays.
(2). Rearing Pets.
(3). Raising gardens, etc.

i. **Group or Team Activities.**

(1). Group activities without competition:
1. Hiking.
2. Nature walks, etc.

(2). Games with few rules.
1. Steal sticks: Bancroft, page 188.

(3). Team Games: See Competitive Activities.

2. Rhythmic Activities: See 4 under Play Activities.

3. Competitive Activities: Athletics:

a. **Team Games:** Arch Ball: Bancroft, page 321, Rounders: as modified form of baseball in which the players are crossed out as they run instead of being touched out. Only three players are on the batting side and as each player gets out he takes his place in the field beginning at the left field and advancing to center field, then to right field, then to short stop, then to third, second, first base, pitcher, catcher, and to bat again.

b. **Individual Type:** Track and field events: running short races, throwing ball or shot (light weight), etc. That is competition with others to see which is better. With self keeping a record of time in running 36 to 50 yards, time in climbing rope or pole of certain length, distance in jumping or in throwing a ball.

c. **Group Activities:** Activities where all must do the same thing at the same time. Tug of War, London Bridge, etc.

4. Formal Activities: Gymnastics.

a. Suggestions:

(1) Make setting up exercises attractive and interesting. (Believe in them and give them for a certain result.)

(2) Explain concisely purpose of drill. Emphasize good posture and alertness.

(3) Put vigor in commands and get vigorous response.

(4) Train in health habits. Encourage home exercise. Ask for reports.

(5) Drill out side in open air if possible. Teach new exercises only when old ones are accurately learned.

(6) Apply triple test for posture once each month.

(7) Make commands brief and concise, but clear. Do not let work drag.

(8) Stand upright; watch your own posture; be alert and enthusiastic.

(9) The point of muscular fatigue, but not exhaustion, should be reached.

(10) Give occasional periods for rest or deep breathing between exercises.

(11) Avoid long pauses, do not hold class too long in one position.

(12) Do not scold. Inspire, encourage, coach.

(13) Use your own method; but get the objective—hit the "Bull's eye."

(14) Gymnastic Commands:

(a) Main elements in commands.

(A) Prepartory and descriptive: Describe briefly and concisely what is to be done.

(B) Pause: Length depends upon nature and complexity of exercise. Should be distinct, but not too long.

(C) Executive: Should be clear, distinct, impelling. Rising or falling inflection, intensity, depends upon the nature of the movement. In unison movements, especially in counting, intonation should be changed often. Avoid the sing song voice, or the monotone.

(B) Forms of Commands:

(A) Imperative verb form, e. g. "Trunk forward—bend!"

(B) Participial verb form, e. g. "Bending trunk forward—one!"

b. Classification of Movements:

(1) Introductory Movements.

(a) Order movements.

(A) Marching, facings.

(B) Movements used for keeping attention and getting response from individual.

(b) Arm movements (Types given in Respiratory ex.)

(c) Leg movements.

(A) Those with little physiological effect.

(i) Facings.
(ii) Foot placings.

(B). The exercises that call into play the larger muscle masses which need to be used to keep body in good tone.

(i) Heel raising.
(ii) Toe standing, knee bending.

(C) Unilateral movements using smaller muscle masses.

(i). Knee bending after foot placing.
(ii) Fall out.

(D) Marchings.

(i) Slow cadence and exaggerated movements.

(E) Stretching exercises for tissues on hind part of lower limbs.

(I) Exam.—reach grasp steady, alternate toe raising.

(2) Tense bending activities.

(a) Reversing as far as is possible the character and muscular action of the relaxed posture. Always attempting over correction.

(A) Backward bending of head.

(B) Backward arching of trunk.

(C) Grasp arch standing posture.

(3) Dorsal Activities.

(a) Those used for shoulder blade or neck. Shoulders and upper back.

(A) Standing trunk bending forward.

(B) Exercises in fall out posture, combining arm and foot movements.

(C) Balance toe support standing.

(D) Transverse prone lying.

(E) Exercises in horizontal foot grasp posture.

(4) Heave Movements.

(a) Movements where weight is suspended from the arms.

(b) Movements where weight is partially supported by the feet.

(c) Movements from hanging posture for abdominal muscles.

(d) Movements involving nearly all parts of the body, weight carried by arms part of time. Effect greatest on heart and lungs, so acts like precipitant activities.

(e) Serpentining group. A mixture of heave and lateral trunk.

(f) Play forms, hang tag, playing with double rings.

(g) To be used if no apparatus is available—a typical.

1. Arm stretchings.

(5) Balancing Activities.

(a) Free standing.

(b) Those mixed with dorsal activities such as ½ horizontal standing postures.

(c) Balance walking with and without apparatus.

(d) Play with balance elements.

(6) Abdominal Activities.

(a) Trunk arching (included with tense bending.)

(b) Hook hanging posture (included in heave movements.)

(c) Lying—leg raising.

(d) Sitting trunk reclining.

(e) Standing trunk reclining.

(f) Lying trunk raising.

(g) Prone falling.

(7) Lateral trunk activities.

(a) Trunk bending sideways.

(b) Trunk twistings.

(c) Combinations of trunk bending sideways (Forward or backward) with trunk twisting.

(d) Side foot grasp stretch, trunk twisting sideways.

(e) One half span side lying group.

(f) Lateral trunk combined with hanging movements.

(8) Precipitant Activities.

(a) Jumping.

(b) Swing jump or vaulting.

(c) Dancing or hopping.

(d) Running and running games.

(9) Respiratory exercises.

(a) Arm raising.

(b) Hand turning.

(c) Arm circling.

(d) Bend standing arm stretching.

(e) Exaggerated stretching posture.

Note: These are merely suggestive and are given to help the teacher choose activities for the two minute drills in these grades, but should be of much service in the grades to follow.

c. Exercises in imitation of certain occupational or vocational activities.

(1) Rowing Boat. (Sit on floor. Bend body forward, reaching forward with arms (palms down) to grasp oars. Straighten body, pulling back forcibly on oars, bending elbows, hands to chest.

(2) Chopping trees: Feet apart; hands clasped over right shoulder, grasping axe; flex body forward

downward to left(swinging arms forcibly downward.

(3) Sawing wood: Stand with one foot forward. Flex body forward, bending forward knee, pushing saw down. Raise the body, pulling arm upward and backward, bending backward knee.

(4) Shoveling snow: or Coal: Bending body forward, thrusting shovel in to snow drift. Straighten body upward and bend backward, throwing snow over shoulder.

(5) Lifting Heavy Weight: Bending forward, lift to shoulder height; then push up to full arm length, tensing.

(6) Hoisting Sail: Jump up in the air, grasping imaginary rope with both hands; land in stride stand; pull down hard on rope.

(7) Swinging scythe (reaping): Swing arm backward to right, turning body to right, feet astride; bend body forward, swinging arms in wide sweep to left.

(8) Swimming: Arms front horizontal, palms touching; swing sideward; bend elbows, bringing hands to chest, then push forward.

(9) Climbing ladder: Raise right arm and left knee upward; alternate with left arm and right knee.

(10) Dodging objects: Swing body swiftly from side to side; dodging up and down at will, etc.

d. Story plays. See Clark, pages 16-45, 70-93.

e. Acquatics:

(1) Individual: Swimming, wading, etc.

(2) Competition group: swimming, wading, etc.

B. **Suggestions for Third, Fourth, Fifth, Sixth Grades.**

1. Play Activities:

a. **Sense Plays:** See remarks for ages 4 to 6.

b. **Motor Activities:** Activities involving running jumping, climbing, pulling, pushing, throwing, reaching, balancing, grasping, swinging, hanging, etc.

(1) File or relay games.

(a) Leap Frog Relay: Three to five children, depending on size of team, placed

in front column, six feet apart, acting as bucks, bend over, hands on ankles, keeping knees as straight as possible. At signal "GO," column advances, each pupil in turn straddle vaulting over the bucks and returning to his starting point. Column first getting its pupil over the bucks and back to starting position and down to a full squat wins.

(b) Crawl Thru Legs: At signal "Go" first pupils jumps six feet forward, straddles, second pupil crawls through the first pupil's legs coming up close in front feet spread. No. 3 crawls through legs of both No. 1 and 2, coming up in front of No. 2. No 4, 5, etc., follow in succession. Last pupil through runs forward to a given point.

(c) Ball Passing, Down and Up: All pupils spread legs. First pupil in column passes some object (stick, stone, hat, shirt, handkerchief, etc.) back between legs to the next pupil, who passes it on. When last pupil in column has received it; he yells DOWN, and runs forward astradle the other pupil to the head of the column. The other pupils quickly rise and the object is passed back between legs, etc. until all have carried it forward.

(d) Wheelbarrow: First pupil walks on hands, second pupil carrying the feet of first pupil. Advance to given point (about thirty feet in front.) At this point pupils change positions, second pupil walking on hands, first pupil carrying feet of second pupil returning to starting line. As first two pupils cross starting line, the next two pupils start as described. Lock Step: Two pupils run. The rear pupil put his arms around waist of front pupil and both run in lock step formation. Reverse positions at end of course and return.

(2) Circle Formation Games.

(a) Milling the Man: Groups of about twelve pupils form small circles, shoulder to shoulder. One pupil is IT in circle. With

arms at sides, stiffens his body and simulates a dead pupil falling over. Pupils in circle prevent his falling to ground by pushing him back and forth. If he falls the pupil responsible becomes IT. Play game with pupils sitting on the ground.

(b) Falling Stick: The pupils forming circle are numbered consecutively from 1 to 15. The pupil who is IT in the center of circle places his finger on the top of a stick or cane, calls a number and releases hold on the stick. The person whose number is called must catch the stick before it reaches the ground. To render the game more difficult, the pupil called must slap his hands three or more times or perform a jump with a complete turn of the body before grasping the stick. If unsuccessful he is IT.

(c) Pass Around: Pupils numbered off, odds forming one team and evens the other. A ball, hat, stick, or some object is given each team on opposite sides of the circle. At a signal, the teams pass the objects to the right to members of the same team only. Each player must catch the object in his turn. Team which passes its object so that it catches up with opponents, wins. Pupil dropping the object must regain it himself and pass it on fairly.

(d) By the Numbers Change: The pupils forming circle are numbered consecutively. A pupil in the center is IT. Another on the outside of the circle says, "By the numbers, Change, One and Six." The person in center tries to get into one of the places left vacant when men called upon change places. If he succeeds in getting one of these places the one left out becomes IT. Do not call number of person who is IT.

(3) Tag and Contact Games.

(a) Squat Tag: One pupils is IT. He can touch any pupil who is not in a full squat position. Pupil touched becomes IT and chases about after some other player.

Players should not be allowed to remain in the squat position but should move about.

(b) Cross Tag: Appoint someone IT. At signal "GO", It chases any one he wishes. He can chase only this one until he either tags him or some other player crosses in between him and the chased player. Any player crossing in this matter, becomes the party to be chased. If the chased party becomes tagged, the players are reversed, that is, the one that was IT is chased and the chased is IT. Anyone running outside of playing area becomes IT.

c. **Constructive Types:**

(1) Building things: Toys, pieces of furniture, etc.

(2) Gardening, industrial chores, etc.

d. **Rhythmic Activities:**

(1) See previous period. Emphasize the steps and pair the children off in partners for team work. (This should be the beginning of social dance steps without the children being made conscious of the fact that it is social dancing.)

(2) Rhythmic plays and Folk dances:

(a) Folk Dances: See Clark, pages 157-168, 199-215, 248-259, 287-300.

e. **Hunting Activities:**

(1) Tag or "IT" games. See motor activities above.

(2) Stalking animals, hunting insects, geological and geographical trips, etc.

f. **Combative or Fighting Plays:**

(1) Individual types: Boxing, wrestling, hand-wrestling, etc.

(2) Team game types: Elementary football types, basket ball types, baseball types, tennis types, etc.

g. **Imitation or Dramatic Type Activities.**

(1) Simple imitation: Twirling. There should be a leader for each group of six to ten players. The

leader grasps each player in turn by the arm and gives him a pull and a whirling motion, vigorous enough to make him turn around once or twice, but not enough to cause a fall. On gaining his balance the player must stop in the first position assumed, and stay in that position until all the players are "twirled." Before doing this the leader tells them how they must try to look; as sad, merry, dignified, cross, etc. When all are in position the leader inspects the positions and expressions and chooses the one who does best for the next leader. Bowen and Mitchell, page 5.

(2) Dramatization of Stories.

h. **Parent and Nurture types:**

(1) Doll plays.

(2) Rearing pets and playing with them.

(3) Gardening, etc.

i. **Social Group or Team Activities:**

(1) Group activities without competition: Hiking, outing, etc.

(2) Games with few rules: Advancing statues: Divide the players into two equal groups. Place the groups on opposite sides of the playing space, with the leader between them. Explain that each player is to be a live player when the leader is not looking at him, but must be an immovable statue when ever the leader looks that way. Players advance towards the leader when he is looking another way, and he sends anyone back to the edge of the play space if he sees him moving. The side which first reaches the center of the play space wins the contest. Bowen and Mitchell, page 33.

(3) Team Games: See Competitive Activities.

2. Competitive Activities:

a. Team Games: Baseball—indoor, playground, kitten or the regular outdoor baseball, etc.

b. Individual type: Track and field events: See above.

(1) Self testing activities: Taking ones time or distance in running a certain distance, jumping, climbing, throwing, etc.

c. Group type: Tug of war, rowing, etc.

3. Gymnastics: See Clark, pages 116-148, 169-191, 216-238, 260-281. See also Outline of Gymnastics in previous period.

4. Acquatics:

1. Individual.: Swimming, rowing, paddling, etc.

2. Competition: Swimming races, rowing races individually or team, etc.

5. Club Activities: See list of activities suggestive for club organization in "III" (Tools) above.

NATURE GEOGRAPHY

Textbooks:

A. Basal in hands of Teacher.

J. H. Paul's Out of Doors in the West Series.

Volume I—Animals of Western Wilds

Volume II—Weeds and Wonder Plants

Volume III—Birds

Volume IV—Insect, Friends and Foes

Volume V—Trees and Shrubs.

B. Supplementary for Teachers: Myers', Handbook of Western Birds.

C. Supplementary Reading Material.

General Objectives

1. To give children an attitude of attacking problems and of observing life with unbiased mind, seeking the truth for truth's sake.

2. To give the child a sense of companionship with life out of doors and an abiding love of nature.

3. To enjoy understandingly. To awaken interest in common phenomena and laws of nature.

FIRST GRADE

Teachers of nature study are agreed that there should be more direct work **with** things and less talk **about** them.

In First Grade the nature study lessons consist of simple observation of and talks on the common things of life.

The material should come from the children's actual surroundings, because (a) a more abundant and constant supply is thereby secured and (b) the material is studied in its particular setting.

The teacher must know the kind of subject matter that lies within the experience of her pupils. She must consider when and how she can arouse interest in these particular phases related to the child's daily life. She must watch her children to determine how long one phase of experience should continue to be a subject for particular study. She must try to sustain the attention only so long as serviceable knowledge is eagerly sought and good mental habits promoted.

The phases that are dealt with and the details introduced must depend upon the type of interest of the particular children and their degree of development, their power to concentrate, analyze, relate, and carry on one type of activity.

Autumn—September, October and November.

There are many possible avenues of approach to the subject of food. The most profitable time to discuss it is usually in the fall, so that its consideration may lead toward the thoughts of the harvest and Thanksgiving.

The farm is the most natural approach to the topic. It is suggested that much of the material as outlined in History and Civics be used in connection with the Nature Study Period.
Study of Fall Fruits.

Study of Fall Fruits.

Excursion to an orchard to see how fruit hangs on the tree (whether in groups, in clusters or singly); to see how it is picked; how it is put away temporarily and how later it is sorted and packed for the market. Visit to a grocery or fruit store to see how the fruit was sorted and packed. What provision was made to prevent decay.

Visit to a canning factory. For some schools this must necessarily be an imaginary journey and can be accomplished through the use of pictures, and good oral descriptions by teacher. Cleanliness, division of labor and other interesting things should be studied.

Cider-making. For a fine description of cider-making, see the Sandman, His Farm Stories.

Fruits and Vegetables.

Naming of trees, bushes, vines, apples, pumpkins.

Care of trees, insects that injure our trees and fruits, birds that destroy these insects.

What the Garden Gives.

1. Visit garden to note autumn conditions. What work are people doing in their gardens now.

2. Collection and simple study of common vegetables which grow above the ground.

How stored for winter? Where do we get vegetables when we have no garden?

Where the grocer obtains his supplies and how he keeps them.

Collection of Seeds, Leaves and Flowers.

A trip to the park or to the woods when the leaves are beginning to fall from the trees will start a live interest in gathering of leaves.

Note different shapes, general form, bark and leaf of the one or two trees most common to the vicinity. It will add to the pleasure if the children can find the picture of their tree in some book on nature.

The Grocery Store.

The pupils to make articles from clay or cut from paper and color. Correlate with work in art.

Classify fruits, vegetables, cereals. Label and mark with prices from 2 cents to 10 cents. Paper money should be made to purchase the articles. Pocket books and baskets will also be necessary—these to be made in number recitation. Another interesting question in connection with food is the quantity received. This will lead to an interest in measures. Here the pint, quart, pound, and half-pound should be made available.

December.

The month of December is given up to the preparation for Christmas. In this development work may be shown.

Nature's Gifts.

Sun giving heat and light.

Rain, clouds, frosts, winds.

Moon and stars at night.

Vegetation.

1. Food.
2. Shelter.

Animals Gifts.

1. Foods.
2. Clothings.

Emblems of the Christmas Time.

Evergreen; fir tree.—Simple lessons on each.

January, February, March.

Our Clothing.

Changes in weather since beginning of fall term.

Effect of winter upon home activities.

How to keep warm in winter; clothing; kinds.

What we wear now that we did not wear in summer;—mittens, sweaters, etc. Observation, as opportunity affords, of the work of wind, snow, ice, frost.

Sources of cotton, woolen and silk cloth. Samples of each.

Where does Mother get the material for our clothes?

Story of primitive clothing; fur, skin, Eskimo children's clothing; Indian children's clothing; preparation of leather, sources.

Spring Seasons.

Acquaintance with plant life.

Signs of approaching spring as observed by children in temperature changes, appearance of shrubs, trees, and by the coming of birds.

Reappearance of spring and summer insects and flowers.

Pond life. If possible make a trip to a pond and observe the life in water.

Study of frogs' or toads' eggs.

Follow the life history in aquarium jar in schoolroom.

Observation of the work of the wind, rain, hail and dew.

Stories and poems to add spiritual significance to the common elements of everyday life.

Second Grade.

The work in nature geography as outlined presents a gradually broadening cycle, while much new material is introduced into the work of each successive year. The outline for grades one and two may serve for grades one to three if it seems best to combine.

The work of the second grade does not differ materially from the first, since the interests of the children are very much the same.

Much of the work in first grade should be extended to the second until an intimate acquaintance is felt through repeated associations.

September, October, November.

Discussions of summer garden work and other activities.

Special study of plant and vegetable life as sources of food.

How different kinds of foods are preserved. Drying, smoking, salting, canning, cold storage, refrigerator. Pure foods, impure foods. Why are some foods unhealthful?

Conversations with pupils relating to autumn activities of farm, orchard and garden.

Continued as in First Grade.

Attention is called to the condition and changes of weather, to the colors of natural scenery and to the simpler phenomena of nature.

The Apple.

Identify a few of the common kinds; qualities of each.

How did the apple start on the tree? Notice next spring.

How do worms get into apples?

Decay. Infection by contact.

Storage. Methods of preparing for eating. The old-fashioned apple-cutting bee. How it was made an occasion of work and pleasure

Seed Dispersal.

Talk with children about their summer gardens and walks.

Allusions to Mother Nature's treasure boxes.

What are the plants doing in the early fall? Getting ready for winter?—What changes show this? What is the mother plant doing with the seeds? Why is it necessary that seeds be scattered? How are seeds scattered? How are seeds protected? Seeds used as food.

Note: Teachers draw material from "Treasure Boxes" in Jane Andrew's "Stories Mother Nature Told her Children."

A Study of Corn.

1. Recall and retell the story of Hiawatha's Fasting in Longfellow's Hiawatha. Significance of "gift of the Great Spirit."

2. Other Indians than those which belonged to Hiawatha's tribe tell other stories of the gift of the Great Spirit. (See Edson-Laing Readers, Book 4, page 81).

3. Some things about Indian corn. (See American Life and Adventure—Eggleston, page 21).

4. How the Indian ground the corn and used it. Let children grind corn into meal.

5. For a long time the Indians were the only people in this land—their hunting grounds—corn fields—forests.

Coming of white people—we call them Pilgrims—Pilgrim children—lack of food—obtaining corn from the Indians—learning from the Indians how to raise corn—significance of. (See Pratt's Colonial Children. Humphrey's Story of the Pilgrims. Warren's Pioneer Stories).

6. Settlers planting corn—destroying the Indian's hunting grounds—enmity—warfare—Indians trying to drive out settlers and save their hunting grounds.

7. Story—Lost in a Cornfield—St. Nicholas Magazine, Vol. 18, p. 821.

December.

See suggestions for First Grade.

January-February.

Plants and Animals in Winter. Signs of winter. Effect of frost; snow scenes and their beauty.

Wild Animals.

The use of certain wild animals to man as a source of food and clothing. The bear, seal and walrus in the Arctic regions; fur bearers; fox, mink, otter; in the cold temperate regions.

The common wild animals of Utah; name them—beaver, muskrat and others.

Winter Birds.

Observe food habits of any birds found in the neighborhood.

Collection of pictures of wild animals should be made and arranged in card sets or in chart form.

Water.

Forms of water: rain, snow, ice.
History of a drop of water.

Spring Seasons.

See suggestions for First Grade.
Use the study of seeds as a means of developing ideas of beauty and adaptability in common things of nature.

GEOGRAPHY

THIRD GRADE

Text—Geography for Beginners—Shepherd.

Optional supplementary for teachers:

Chamberlain, Home and World Series.

How We Are Fed

How We Are Clothed

How We Are Sheltered

How We Travel

The geography taught in this grade should be taught mainly by informal talks rather than specified geographical facts. These talks and conversations should be enriched from the textbooks and by pictures and stories which lead the pupils from their own immediate interests to the broader interests of humanity.

At all times the teacher should strive to awaken a spirit of inquiry and with each lesson there should be plentiful opportunity for the child to express his own ideas and feelings. It is only through actual experiences and attempts to do things that the child feels the need and purpose for any intelligent conception of the world with which he must come in contact.

History is so interwoven with the geography that the geography furnishes the background of the history work and community civics, and these subjects may be profitably studied together.

No study in the primary grades provide more living and attractive material than nature geography. It offers hundreds of points of interest to the child that arouses his curiosity, stimulates his mental activity, and enrichs his life with those real experiences which contribute more than anythng else can, to clear and accurate geographic ideas.

It is suggested that the work for this grade be divided in the following manner:

First Quarter—Food and Clothing

Second Quarter—Shelter and transportation

Third Quarter—Organization, occupation and government

Fourth Quarter—Physical environment.

I. **Home and Community Needs**

Food

1. Food products grown by farmers of Utah:

   a. Wheat—Develop as the story of a loaf of bread.
   b. How marketed.
   c. Milling (Old method of crushing—Present mill methods.)
   d. Retailing.
   e. Bread making.
   f. Other uses of wheat products.

2. Corn—Treated similarly.

3. Sugar Cane.

4. Sugar Beet.

5. Meat.

   a. Kinds named. Beef as example.
   b. Transportation to depots from farms; a dairy farm.
   c. Methods of industry.
   d. Connection with stock yards.
   e. Amount of meat exported.
   f. How put up, how kept, where sent to.

6. Milk.

   a. Transportation to homes.
   b. Transportation to depots, from farms, a dairy farm.
   c. Condensed milk and other products.

7. Butter.
   Treated similarly.
   Old and new customs.

8. Water.
   Necessity for; where supply may be gotten.

9. Animals Used for Food.
   a. Hogs, sheep, goats, poultry and eggs.
   b. Dried meats.
   c. Canned meats.

10. Vegetables and Fruits.

    Kinds. Uses. Home gardening, truck gardens, ranches, orchards, transportation, etc.

The industry or industries most common in the district should be carefully studied. Collect pictures of the leading breeds of cattle,

horses, hogs, sheep, and poultry. These may be found in agricultural journals, poultry journals, and magazines. Have pupils arrange pictures in book form. This work to be correlated with language, reading and spelling.

II. **Clothing**

1. Origin of Clothing.
   a. Tree Dwellers, p. 122.
   b. Cave Men, p. 56.

2. Clothing of the Child.
   a. Where obtained.

3. Clothing in Different Climates.
   a. Clothing of Indians.
   b. Clothing of Eskimos.
   c. Clothing of other nations.
   d. Clothing of Pioneer settlers.

4. Summer and Winter Clothing.

5. Kinds of material from which manufactured.
   a. Distinguish between different fabrics.

6. Manufacture of clothing.

   a. Manufacture of cloth from cotton; cotton farming; pictures and stories and reading. (Wool taken up in the same way.)

III. **Shelter**

1. How do the following animals get ready for coming of winter?—squirrels, chipmunks, bears, toads, frogs, turtles and others.

2. How does man protect himself from the weather.

3. Discuss Shelters of Tree Dwellers and Cave Men—(Tree Dwellers, p. 89; Cave Men, p. 15: Early Cave Men, Chapters II, III, IV.)

4. Kinds of homes built in our town.

5. Homes in other lands.

6. Primitive homes.

7. Men who assist in construction of a house.

8. Materials used and where they came from.

Work in forest, lumber camp, winter and summer work. By the use of pictures bring out vividly lumber camp life.

Same plan for other building materials, as stone and brick.

IV. **Organization and Occupation.**

1. Give pupils some idea of the number of families in their respective towns.

2. Dependence of one on another for producing different needs —the merchant—the farmer—the manufacturer,—doctors—lawyers, etc.

3. Explain how difficult it would be for each family to manufacture all of its needs thus showing commercial organization.

4. Study by visitng different places of interest to learn effects of organization under one commanding head.

V. **Government.**

1. Talks with the pupils to teach appreciation of the home attitude of children toward parents.

2. Government of the school.

Appreciation of duties of principal, of the teachers, of the janitor and of the pupils themselves in the administration of the affairs of the school and community.

VI. **Transportation.**

1. Railroad Transportation—from the standpoint of foodstuffs brought to us as freight.

Where our oranges and lemons come from.

Picture beautiful valley in California where oranges and lemons grow and follow the preparation of the fruit for shipment, picking, sorting, wrapping and labelling, packing in cases, loading into cars on sidetrack near packing sheds or loading into trucks ready to be taken to depot, depot showing long freight train ready to start for big city.

Materials: Pictures from railroad folders, and advertisements in such magazines as Sunset.

Travel through the mountains, leaving beautiful valley behind, coming into the mountains, difficulties encountered here—chasms, steep grades, forests. Difficulties overcome by the building of tunnels, trestles, bridges and loops—by the use of several engines.

Materials: Pictures of mountain railroads showing trestles, tunnels and loops. Picture of train pulled by several engines on steep grade.

Snow in the mountains—snow-sheds, snow-plows—blockaded by snow.

Materials: "The Battle of the Snow-Plows" by Warman. Pictures of snow-shed, plows (both old-fashioned and modern.) St. Nicholas Vol. 27, p. 486, Vol. 20, 848.

3. Travel through the desert—leaving mountains behind—coming to desert with its snow drifts and wind—passing small stations—stopping for coal, water, etc, waiting for fast express trains to pass.

4. Arrival of train in Ogden—big station—busy people. Train separated here—some cars to stay in Ogden, some sent farther east, some to Salt Lake City.

Materials: Pictures of depot with many different trains waiting to start.

5. Visit wholesale house if possible to see a car unloaded. Notice how car is constructed—thick walls, care of fruit at wholesale house. Drays and trucks are ready to take it to stores in different parts of the city.

The work and duties of the train crew.

1. The engineer's duties. Care of the engine—feeling for different engines as shown through stories of engineers running the same engine for many years. Necessity for great care and strict attention to duty—great responsibility. Time they work, relays, shifts, hours.

References: St. Nicholas, Vol. 28, p. 1059-1060; Vol. 22; p. 99; Vol. 27, p. 301; Vol. 27, p. 998; Vol. 30, p. 136; Vol. 25, p. 74.

2. Duties of firemen, brakemen, conductors. Use of the air brake. References: "Rolly and the Railroad Signals." St. Nicholas Vol. 23, p. 320. "In the Night Crow." St. Nicholas, Vol. 30, p. 34.

3. Study of a passenger train. Children's experiences in traveling. Study train—sleeping car, dining car, drawing room, kitchen, compartments, observation car, heating and lighting, provisions for passenger's comforts.

Material: Pictures and descriptions from railroad folders.

4. Passenger travel. Children's experiences. Places visited—scenery—country through which railroad was built—difficulities overcome in the building of the railroad as shown by presence of tunnels, grades, trestles, loops and bridges. Time necessary to go from one place to another—changing trains.

5. How railroads are built. The Lucin cut-off. Pictures and descriptions of same.

Surveying for a railroad. Locating position—land bought—estimate of costs—survey by eye—general position—survey with instruments.

Life of surveying part—camps.

References: "Travelers and Traveling." Eve March Tappan. Chapter "How Railroads Are Built." Building a Railroad by Warman.

6. How the U. S. Mail is carried. References. "Travelers and Traveling." Eve March Tappan, Chapter "Carrying Mail and People."

7. Stories from St. Nicholas Magazine.

President for One Hour—Vol. 22, p. 79.

Having the Seaside Special—Vol. 44, p. 700.

When Kent Played Engineer—Vol. 36, p. 291.

Norton Wine—Vol. 44, p. 427.

Under the Headlight—Vol. 27, p. 301.

Young Railroaders—Tale of Adventure—Vol. 37.

Garfield and Bingham Railroad—Vol. 41, p. 76.

The Story of the Pioneer Journey to Utah.

To be told simply as a story for the sake of comparison and of appreciation of the conveniences of modern travel and modern life. This does not imply (nor is it necessary) that the pioneer history of Utah need be taught; on the contrary that subject is reserved for the following grade.

Ocean Transportation.

See pamphlet printed by University of Utah.

Early Development of Trade and Transportation.

Transportation by Airship.

Present-day methods.

Physical Features or Home Geography.

1. All through the year at regular intervals observational work on relation to seasonable changes and weather conditions (a) Introduction to the study of the seasons from the opening of school until the autumnal equinox; (b) effect of changing seasons upon man; (c) effect of changing seasons upon animals; (d) effect of changing seasons upon vegetation.

2. **Natural forms of land and water.**

Type forms in the neighborhood; stream; river; lake; ponds.

3. **Moisture.**

Clouds, rain, hail, dew.

Story of a drop of water.

4. **Heat and light.**

a. What body furnishes heat and light by day? By night?

b. Help pupils to discover how the shorter days, longer nights, and more slanting rays of the sun cause winter to be colder than autumn.

NATURE STUDY

FOURTH GRADE

Fall.

September, October and November. Begin a study of the life cycle of plants, using for example a typical plant such as dandelion. Seed dispersal. Begin study of life cycle of insects using as a type, the butterfly, or moth. If possible, begin the work by taking a field trip with the pupils to some garden. Observe butterflies flying and sucking nectar from the flowers. Examine a flower and find the nectar. Look for caterpillars on garden plants, tomato worm on tomato, etc. Look also for eggs—found most easily on cabbage, nasturtium, or milkweed.

Butterflies may often be seen depositing the eggs.

Keep problems before the pupils as a motive and as a means of directing their observation.

Other insect topics such as grasshoppers, crickets, flies and mosquitoes, bees and wasps, furnish valuable material for study.

Emphasize especially flies and mosquitoes in relation to cleanliness and disease.

Tree Study:

Lead pupils to notice and admire trees. Talk about their beauty and uses for shade, homes, for animals, decoration, lumber, nuts and fruit.

Test for recognition of trees by pictures and leaves.

How trees live. Roots furnish mouths to get food from the soil.

Leaves serve as air organs and help prepare food.

Trunks and branches carry food, and branches afford the leaves air and light space.

Let each pupil select a particular tree as the subject of a written description for a language exercise. Careful observation of tree before writing.

Recognition of Birds Common to the Locality.

Give as much time as possible to out-of-door observations.

Chief characteristics, appearance, habits, food, nesting to be considered.

Impress the importance of accuracy in observation. Birds are often charged with harm for which they are not to blame. For example, woodpeckers are charged with damaging trees, when they are really protecting them by devouring harmful insects found in the bark.

Protection, Bird Laws.

What bird laws does Utah have? What birds are protected? Why? (Read and study "Story of Sea Gulls," Sarah Cone Bryant, also "Birds of Killingworth" by Longfellow, in relation to bird protection.)

Emphasize special harm of collecting birds' eggs. Discuss other enemies. Arouse desire to protect the birds so they may come back in the spring. Have some of the pupils look up and report on the usefulness of particular birds or groups of birds, securing information from farmers' bulletins and bird books.

Call attention to the work of the Audubon Society. Many valuable leaflets on bird protection may be obtained at one-cent each by writing to the National Secretary of the Audubon Society, 1974 Broadway, New York City. Let all pupils write for these as a language exercise.

Fall Fruits.

Acquaintance with different kinds of trees.

What determines the kinds of orchards?

How should an orchard be kept?

Care of trees, fertilizing of soil, spraying, pruning.

Climatic conditions favorable to growth.

Correlate with geography. Soil, drainage, weather, location of fruit-growing sections.

Fall Flowers.

Excursion for observing and gathering flowers. Teach the pity of picking flowers unless they are to serve some real purpose and help pupils to realize that they can enjoy a few flowers well cared for better than a great many indifferently cared for. Some fall flowers are poisonous and this fact should be developed. Learn to know poison ivy.

In specimens of wild aster see how the seed is provided with a downy parachute attached to it by a stalk. Show how this serves to carry seeds. Bring out advantages. Test by naming flowers as under tree study.

Materials: Books and pictures for identification. (Bird and flower pictures in color can be obtained from J. S. Tutta, Cedar Falls, Iowa, 3 cents.)

Winter Topics.

December, January, February. Connect study of evergreen with Christmas. Have pupils find out what kind they have at home. Note differences in general appearance, branching leaves, cones, etc. Teach them to know firs, spruces, junipers of the evergreens.

Uses of cone bearing trees: lumber, pitch, balsam, turpentine.

Correlate with geography.

Animal Life.

Winter Birds—What birds stay all winter? Snow bird as a useful helper to the farmer.

Winter Animals—Conversation in regard to hunting and trapping as occupations.

Why do men hunt? For food and clothing; for a living which they secure through the sale of game.

What birds are secured for food?

What animals are hunted for food and fur?

Where do the best furs come from?

Which fur-bearing animals are found on land? in the water?

Which are most valuable? least valuable?

How are these skins prepared for market?

Find out as much as possible of the animals which furnish the fur?

How they are caught? Habits and home.

There should be an effort to cultivate sympathy and kind treatment of all harmless animals and a desire to protect them from cruel treatment or wanton destruction.

Tell pupils of the buffalo herd now held on Antelope Island.

Tell also how the Yellowstone and other National parks have become the refuge of the wild animals through the protection of the U. S. Government.

Some pupils will perhaps be able to relate personal experiences with bears during their trip to Yellowstone, at menageries or elsewhere.

A good deal of the animal study may be done in geography class, some in reading and language lessons. Stories may be read to the whole school. Pictures should be used extensively.

Books that contain good wild animal stories: Kipling "The First Jungle Book"; Long's "Ways of Wood Folks", Seton, "Lobo, Rag and Vixen," and "Wild Animals I Have Known."

March.

Carrying power of wind currents as illustrated in dust storms, sand dunes, snowdrifts; wind as both a destructive and a beneficial agent; man's use of winds as illustrated by windmills, sailboats, etc.

Water: Evaporation of water; water as a solvent; as a part of many substances, for example, in alum, crystals, fruits and other foods.

Work of water on land forms.

Force of water used by man, for example, in water wheels and dams.

April, May, June.

Plant in window boxes the seeds of quickly maturing plants in order to study their life cycles. Urge children to grow plants at home also propogate plants by cuttings, runners, tubers, bulbs, and roots.

Complete the study of the life cycle of the plants selected in September and compare with the cycle in other available plants.

Complete the study of the life cycle of the insects studied in September.

Return of birds and out-door insects to their summer homes.

A consideration of the general factors that influence bird migration.

Excursions and walks to the woods, orchards, gardens and near-by fields to become acquainted with the shrubs, flowers, trees and other plants, and to see how they are growing in special homes as regards water, light and proper soil.

NATURE STUDY

FIFTH GRADE

Fall.

The advent of autumn and cooler weather.

The withering and falling of leaves.

The early frosts.

The southward migration of birds.

Plants.

Plants as to length of life: a typical plant, for example, the common sunflower; a typical perennial, for example, evening primrose; burdock, or some perennial vegetable.

Study the various means by which plants prepare for their rest in winter and renewal of growth in spring.

Consideration in a general way of the power of plant life to adapt itself to the climatic conditions of different latitudes.

Flowers.

Study of some of the canyon flowers: False Solomon Seal, Oregon grape, mountain lilac.

Trees.

Canyon trees: Birch, aspen, alder, mountain mahogany. Parts of a plant and their uses. Relation of trees to climate.

Weeds.

Make a study of the common weeds in the neighborhood; pigweeds, prickly lettuce, Russian thistle. This study of weeds may be emphasized in the fifth grade. Weed eradication and control may be made a special subject.

Birds.

Hawks and owls, some shore and water birds. Disappearance of summer birds. See "Western Bird Guide' and Bailey's "Handbook of Western Birds, U. S. by Florence Merriam Bailey.

Animals.

How animals prepare for winter.

Insects.

Earth worms, flies, ants, and other outdoor insects. Injurious insects which are laying eggs on the ground, on trees, and in other places. How to control them. Government bulletins may be obtained by sending to U. S. Dept. of Agriculture, Bureau of Entomology, Washington, D. C. The Grasshopper Problems, Circular 84; Usefulness of the American Toad, Farm Bulletin 196.

WINTER

The weather. See the geography outline.

Trees.

The leafless trees in the streets and parks. Study of neighborhood trees—pine, fir, hemlock, spruce, cedar. Study of lumbering.

Animals.

Study of different breeds of dogs and their uses; prairie dogs. See National Geographic Magazine for March, 1919. The common wild animals of Utah—bear, wild cat, deer, elk, buffalo, fox and badger. Teach habits of these, special adaptations to nature; their uses and

disadvantages to man. Their characteristic traits as set forth in stories and myths: as the fox is sly, the bear is timid, the lion is bold, etc.

SPRING

Trees.

The opening of the buds and unfolding of leaves. Different species of trees such as the poplar, willow, etc. Special study of fruit trees.

Birds.

The return of the birds and their nesting. Special study of the black headed grosbeak, cat bird, woodpecker.

Insects.

Review those studied and make an intensive study of the honey bee, or some specialized topic within experiences of the pupils.

Weeds.

Identify most common weeds. Poisonous weeds—those poison to man; poison ivy, poison sego, etc. Those poison to stock: loco, larkspur, etc.

Animals and Insects.

Special study of earthworm. Garden foes. Injurious insects and worms. Garden friends. Lady bird, toads, frogs. Observe any found in connection with soil preparation or planting at school.

Plants.

Plant propogation—budding, grafting, etc. Systematic observations of weather conditions noting prevailing winds, rainfall and frost and their effect upon plants.

Nature study time may be used, if needed, in planning gardens.

In this grade pupils should begin to organize their knowledge by tracing in note books certain manufactured articles from their source to their final use, such as a breakfast food, canned beef. The organization of subject matter follows the seasonable plan.

SIXTH GRADE

Method of Teaching.

1. Whenever possible let the children study the plant, animal, or insect in its own environment.

2. Have plenty of material for each child.

3. Let the children first observe without the distraction of questions. Let each tell his observations. Then the teacher may lead to further observation and inferences by judicious questioning.

4. Careful preparation on part of teacher with further study and observation with the children.

5. Field trips are always valuable if properly planned.

FALL WORK

Plants.

Foods from plants (fruits, nuts, grains, and other parts.) Preservation of food by drying, heating, freezing, sweetening and pickling. Study of grains and commercial products from same. Reports and exhibits of products of summer gardens. Lists of cultivated flowers and vegetables.

Animals.

Make study of as many Utah animals as possible. See "Mammals of Utah" by Claude Barnes. Care and feeding in captivity. Food and habits in wild state. Relation to man. Destructive as well as advantageous qualities. Urge the need of obeying game laws in Utah.

Birds of Our State.

Permanent residents.

Winter residents.

Transient visitors.

Summer residents.

Value of birds as shown from their food habits. Arouse a desire to protect birds.

Insects.

Wasps, beetles, crickets, grasshoppers. Some of the injurious insects, such as the codling moth, alfalfa weavil, etc. Emphasize especially flies and mosquitoes in relation to cleanliness and disease.

Trees.

Observation and acqualintance with Utah trees; box elder, catalpa, maple, elm, ash, locust, willows, sycamore, cottonwood, poplar, mulberry. Use of trees for lumber, shade, beauty of landscape. Lead pupils to notice and learn to admire trees.

Weeds.

Burdock, cocklebur, ragweed, milkweed, thistles and others.

Seed Distribution.

Study the mode of distribution in case of the aster, thistle, goldenrod, milkweed.

Fall Flowers.

Excursions for observing and gathering flowers. Weed study in the school room will emphasize the economic viewpoint. Review all the fall flowers studied and those not yet learned.

WINTER WORK

The effect of winter conditions upon plant life, animal and insect life. soil and seeds.

Trees.

Special study of evergreens of Utah. Learn to recognize and name trees out of doors; a more formal test may be given by numbering a series of trees and asking pupils to write the correct name with the corresponding number. This may be done in school room using pictures and leaf specimens. Use of cone bearing trees. Lumber, pitch, balsam, turpentine.

Forests of Utah.

(See Bjarnason, Geography of Utah.)

What their protection and replanting means to the State. Forestry department. Forest reserves. Life and work of the forest rangers. Study lumbering in Utah in connection with conservation of forests.

Fish and Wild Game of Utah.

Laws of bird, fish and game protection. Visit a fish hatchery if possible. Work of hatcheries and re-stocking streams.

SPRING WORK

Some Scientific Principles.

Evaporation and condensation.

Utah's water supply.

An intensive study of "Water on the Surface of the Land", considering (a) uses of water, (b) wells and springs, (c) and the work of the rivers.

See suggestions for preceding grades on plant propagation and spring awakening.

GEOGRAPHY

For Teachers: Dodge and Kirchwey—Teaching Geography in Elementary Schools.

Introduction.

Geography is something more than a mere knowledge of names and places; it is a study of physiographic, industrial, political and commercial relationships. It is a study of the causes and effects to which these factors give rise and their influence upon human life and progress. It does not treat of these factors in the abstracts, but always as they affect man and his activities.

Method and Organization.

In the primary grades geography is largely a matter or contact-experiences with things animate and inanimate. The children learn through direct observation and description given by teacher and texts. The teacher's function is to direct the former and to lead the children to make proper use of the latter. The children acquire descriptive materials as a matter of enriching their experiences and adding to their store of general information but not distinctly for reflective purposes. It is not matter of the understandable type. It is difficult, however, to draw hard and fast distinctions because some subject matter occupies a middle ground; it is semi-experience-getting and at the same time it is of the understandable type.

This fact points, then, to the first and most important function of the teacher of geography in the intermediate and grammar grades; namely, to arrange and organize the subject matter into large problem units or projects to be understood. Her second function is to devise a method of teaching procedure by which the children will not merely memorize informational statements found in text-books but will study a problem or project in all its ramifications until they have mastered it, that is, understand it thoroughly. The teacher of geography must never forget that it is not her activity as such that develops the child but it is the child's own self activity that educates him. Hence the present emphasis upon properly supervised and skillfully directed study. During the study period the pupil should have access to many sources of information besides the text. Pictures, maps, globes, supplementary books, magazines, etc. should be available and in such quantities as will make it possible for each pupil to become thoroughly saturated with each phase of the subject treated.

The essential steps in the teaching procedure are: (1) give the pupil sufficient material to think about; (2) supply the motive for thinking; and (3) train him in the method of clear and accurate thinking.

Materials and Apparatus. Pictures. Few people have the time and means to travel extensively and thus see places of interest. But by means of good pictures and vivid descriptions remote places can be seen and enjoyed. All geography books contain pictures that illustrate and illuminate the text. These should be carefully studied. Other pictures should be collected by teachers and pupils from various sources. Descriptive material usually well illustrated by pictures can be procured from Chambers of Commerce, railroads, hotels, and manufacturing establishments. To write for these and in turn to prepare similar folders on the local town and county will afford excellent motives for correlated language work.

Maps.

Every class room in geography should be equipped with a few well selected wall maps, illustrating physiographic, industrial, political and commercial features of the countries studied. If these are not supplied the live teacher will find ways and means of getting them. Besides these, outline work maps should be available on which the pupils represent or express their geographic concepts. Satisfactory outline maps can be made by the teacher with the use of a hectograph or mimeograph.

Globes.

A good globe is as essential in a geography class room as a reference map, an atlas, or a dictionary. It should be so placed as to be easily accessible to every pupil. Training in its use is just as essential as training in the use of the dictionary.

OBJECTIVES OF GEOGRAPHY IN THE ELEMENTARY GRADES

The general objectives of the teaching of geography in the grammar grades are as follows:

1. An understanding of: Man's relation to his physical (geographic) environment in terms of the adjustments he must make in order to secure from it the greatest possible benefits.

2. Man's relation to his environment in terms of how he can modify it so as to make it contribute its maximum to his welfare.

3. How the various nations and peoples of the earth affect each other socially, economically and commercially.

4. Men's inter-dependence.

5. And an attitude of thinking constructively about men and things, that is, an attitude of geographic-mindedness.

6. The geographic conditions that have determined the course of civilization.

7. The relation of geography to history.

8. An appreciation of geographic concepts found in current literature.

9. The fact that all products except minerals are dependent upon soil, warmth, and moisture.

B. Specific Objectives.

There ability to:

1. Interpret the influence on man of the shape, size, and movements of the earth.

2. Interpret the influences on man of earth and water forms.

3. Interpret how climate effects man and his industries.

4. Interpret the facts and principles that determine the distribution of plant, animal and human life on the earth.

5. Locate places on the earth.

6. Interpret maps, graphs, diagrams, and other forms of representative geography.

7. Locate places on maps.

8. Understand the agencies that man has discovered, invented and developed for trade and transportation.

9. Talk intelligently of the geographic factors that condition man's occupations, customs, ideals and traditions.

10. Write intelligently on the principles that make possible man's adjustment to and control of his environment.

11. Express his geographic concepts by means of sketch (free hand) maps, graphs, diagrams, etc.

12. Interpret geographic statistics.

13. Analyze and compare the geographic factors and conditions of his own country with those of other countries.

FOURTH GRADE

Text: McMurry and Parkins. **Elementary Geography**—Part I, including Utah Supplement.

Supplementary: Carpenters, Around the World With the Children.

I. General Outline of Subject Matter.

1. An extensive study of the five great human occupations: agriculture, mining, manufacture, trade, and transportation, particularly as carried on in Utah and the Western states.

2. A study of map-making and map-reading.

3. A general study of (a) form and size of the earth, (b) daily motions of the earth, (c) the zones and hemispheres, (d) latitude and longitude, (e) continents and oceans.

4. A general study of our neighboring states.

5. A general study of North America.

6. An extensive study of the state of Utah through typical industries that have been developed because of the geographic factors of location, soil and climate.

7. An extensive study of the types of people found in our state which will lead to an understanding of whence they came, i. e. their original habitat as compared with Utah. This will lead to a deepening of the knowledge gained in the primary grades of how people live in (a) cold countries, (b) warm countries, and (c) temperate countries.

II. The geographic concepts and abilities that are to be acquired as an intellectual possession are:

A. General.

1. An understanding through daily observations (a) of length of day, (b), of seasonal changes, (c) of sunshine, (d) of winds, (e) temperature and (f) rainfall.

2. A clear understanding of how our industries are conditioned upon (a) the height and form of land, (b) its distance from the ocean, (c) its sunshine and rainfall, (d) its soil and drainage, (e) air movements, (f) its rivers, creeks, and lakes, (g) its natural resources.

3. A clear understanding of how we can most efficiently produce our necessities; what we can produce that we can exchange with others for the things we need and desire but which we are unable to produce.

4. An understanding of how all products except minerals depend upon the soil and climate of a particular region and in Utah upon proper irrigation and drainage.

5. An understanding of the principle that men's occupations are determined by the geographic conditions of the locality and each occupation or industry has its own favorable geographic conditions and its own geographic handicaps.

6. An understanding and appreciation of the general trend of our more typical industries and occupations.

7. An understanding of the inter-dependence of men and communities.

8. An appreciation of the dignity of labor.

9. An understanding of how geographic concepts are represented by maps, drawing, graphs and diagrams.

10. An understanding of the factors that determine the distribution of plant, animal, and human life in Utah, in the western states, and in the United States.

11. A desire to know more of the world beyond Utah.

B. Specific.

1. Ability to interpret the map of our state and to draw it rapidly freehand, and to draw a sketch map of the United States and North America.

2. Ability to draw a map of the home county, showing the locations of its principal cities, industrial areas and natural resources.

3. Ability to locate on the map the principal industrial regions of the state.

4. Ability to talk intelligently of the geography of the home county and of the State.

5. Ability to write intelligently short statements about the leading industries of our state and the western states.

6. Ability to give reasons for the location and development of the leading towns and cities in Utah.

7. Ability to locate the principal natural regions of Utah such as the Colorado Plateau, the Central Highland region and the Great Basin area.

8. Ability to locate on an outline map the leading lakes, rivers, railroads, mountains, valleys, farming, grazing, mining and manufacturing regions of the state.

9. Ability to talk intelligently of the importance of irrigation and drainage for our agricultural development.

10. Ability to contrast and compare our leading industries with those of our neighboring states.

III. **Suggestive Subject Matter.**

A. Great Human Occupations.

1. Agriculture.
   - A. Importance of Soil.
   - B. Kinds suitable to agriculture.
   - C. Rainfall.

2. Mining.
   - a. Minerals obtained from the earth.
   - b. How obtained and used.

3. Manufacture.
   - a. Factors that make manufacture possible.
   - b. Relation of manufacture to trade.

4. Trade or Commerce.
   - a. Conditions that make trading possible.
   - b. How trading is carried on.

5. Transportation.
   - a. How carried on in the past.
   - b. Present means of transportation.

B. Government.

1. The need for laws and regulations.
2. How these are made and enforced.

C. Map-making.

1. Map of school room drawn to scale.
2. Feature of a map.

D. The Earth as a Globe.

1. Form and size.
2. Daily and yearly motion of earth and their effects on man and his activities.
3. Zones and hemispheres and their relation to plant, animal, and human life.
4. Latitude and longitude as means of locating places on the earth.
5. Proportion of land and water on the earth.
6. Stories of Peoples as given in Carpenter's "Around the World with the Children."

E. Suggestive Outline of Subject Matter.

1. The People with whom we live.

a The great human family. Races represented in Utah. White, red, black, brown, yellow. Where they came from. What they do, etc.

b. Our cousins from other lands, English, Scandinavians, Germans, Italians, Greeks, and Others.

2. Our chief industry—Agriculture.

a. Crops produced by irrigation:

1. Cereal crops. Wheat, oats, barley, corn. Comparative production by regions and counties.

2. Root crops and vegetables. Where produced and importance.

3. Orchard fruits and berries. Where and how produced. Quality and quantity as compared with neighboring states.

4. The Dairy industry. Leading counties engaged in the industry. Geographic reasons. Kinds of dairy cows. Comparative value and worth.

5 Poultry Products. Importance of Industry.

6. Grazing and Stock Raising.
Farm Management.
Range Management.
Winter and summer ranges.

b. Dry-farming.

1. Crops suited to dry-farming. Regions devoted to dry farming. Factors that condition successful dry-farming. (Get bulletins on agriculture, stock raising, dairying, poultry raising, climate, etc. from the Utah Agriculture College.)

3. Mining.

a. Quartz-mining. Importance.

1. Copper.
2. Lead.
3. Silver.
4. Gold.

b. Coal Mining.

1. Location of coal deposits.
2. Kinds of coal mined.
3. Importance of industry.

c. Other mines and their products.

d. Our mineral resources.

(Get bulletin on minerals from University of Utah and various mining companies.)

4. Manufacturing.

a. The production of sugar.

b. Salt works.

c. Cement plants.

d. Plaster.

e. Our woolen mills.

f. Flour mills.

g. Adobe and brick.

h. Boots and shoes.

i. Canning.

1. Milk.

2. Peas and vegetables.

3. Fruits.

(Get details from Utah Manufacturer's Association, Chamber of Commerce, pamphlets published by railroads, Industrial Commission and various corporations.)

5. Trade and Transportation.

a. Principal railroads.

b. Interurban lines.

c. Main cement roads.

d. Improved and unimproved roads.

e. Means of travel—automobile, aeroplanes, etc.

f. Means of communication—mail, telegraph, telephone, radio.

6. Our Principal Cities—size, location, importance of each.

a. Salt Lake City.

b. Ogden.

c. Provo.

d. Logan.

7. Counties of the State.

a. Comparative population.

b. Comparative area.

c. Comparative productiveness.

d. Comparative natural resources.

e. County seats—county government, etc.

8. Institutions—Educational, religious, civic and industrial of Utah.

F. Our Neighboring States.

1. Why so many people have settled in these states: Idaho, Colorado, Wyoming, Montana, Washington, Oregon, California, Nevada, Arizona, New Mexico.

2. How the resources of these states are being used.

3. How may the people of these states trade with each other, and with the people of other states and countries.

4. Causes of the growth and development of leading and typical cities such as Denver, Salt Lake City, Portland, Los Angeles, San Francisco.

5. Products we exchange with these states.

G. Countries of North America.

1. How Canada differs from the United States in resources, in government and general living conditions.

2. Why Spanish is spoken in Mexico. What we exchange with the Mexicans. What interests Americans have in Mexico.

3. Why many Americans visit Alaska in the summer time.

V. **Testing for Results.**

No satisfactory standardized tests are available for local geography. However, the teacher should be at no loss to know whether or not she has achieved the desired objectives. By frequent use of informal tests she can definitely determine the degree of understanding each pupil has attained. Testing is just as important as teaching, and the fundamental purpose of all informal tests is to indicate to the teacher the effectiveness of her instruction. If the pupils test papers show a lack of knowledge or understanding, the teacher should reteach them until the desired knowledge or understanding has been acquired.

FIFTH GRADE

Text: McMurray and Parkins—**Elementary Geography—Complete.**
Supplementary: Allens, Geographical and Industrial Studies U. S.
Carpenter, New Geographical Reader, North America.

I. **General Outline.**

1. A thorough review of the geography of the Western States and the larger aspects of North America.

2. As the fundamental objective in the fourth grade is to teach the geographic concepts of soil, climate, etc. in relation to human industries and activities in Utah, so the same general objectives apply in the fifth grade on a wider range—the United States. The approach is through our chief industries, that is, what we raise, produce, manufacture and exchange with one another and with other nations, especially our neighbors Canada, Mexico and Central America.

3. A general study of Europe, Asia, Australia, Africa and Islands of the Pacific in their relation to the United States.

II. The geographic concepts and abilities to be acquired are as follows:

A. **General.**

1. A broadening and deepening of the understanding of conditions which cause the people of different natural regions of the United States to live and work as they do.

2. An understanding of the geographic conditions that determine the location and development of our larger more important and typical cities.

3. An understanding of how the people of different regions are dependent upon one another and other nations for goods which they need but which they cannot produce economically.

4. An understanding of the development of our trade relations with European, Asiatic and Oceanic countries, and Africa and means and methods of transportation on land and water.

5. An enlarging of the concept that all industries are affected by (a) land and water forms, (b) climate, (c) natural resources, (d) availability of markets of each of the countries studied, but especially the United States.

6. Enlarging and deepening the concept of the dignity of labor.

7. Enlarging and deepening of the concept of interdependence of the human family.

8. An understanding of how our people are using the natural resources of the land and how better and more economical use can be made of them in the future.

9. An increasing desire to know more of the world beyond the United States.

B. **Specific Abilities.**

1. Ability to explain the reasons for the kinds of activities that men engage in the different countries mentioned above and in certain regions of the United States.

2. Ability to interpret the map of our country and North America.

3. Ability to interpret a general map of Europe, Asia, Australia, and Africa.

4. Ability to draw the map of the United States free hand and locate the chief natural and industrial regions, trade routes, water ways, leading cities and so on, for the general geographic concepts mentioned above.

5. Ability to interpret graphs, diagrams, figures, etc. used to represent geographic facts.

6. Ability to gather and interpret geographic facts and principles found in supplementary material, such as books on travel, magazines, newspapers, etc.

7. Ability to read and interpret a weather map.

8. Ability to contrast intelligently the geographic factors in our country with those of our neighboring countries: Canada, Mexico, and Central America.

9. Ability to contrast intelligently the geographic factors in our country with those of: Europe, Asia, Australia and Africa.

10. Ability to contrast living and working conditions in our country with those in the countries mentioned above.

11. Ability to compare and contrast the changes that have taken place and those now taking place in our agricultural, industrial and commercial development.

12. Ability to talk intelligently of the geography of each of the natural, industrial and political regions of the United States and North America.

13. Ability to write intelligently of each of the chief geographic concepts mentioned above.

14. Ability to express by means of drawings, sand, or clay molding the general physiographic features of our country.

III. **Suggestive Outline of Subject Matter.**

A. Review outstanding features of Utah Geography, such as:

1. Location.
2. General Topographic features.
3. Climate.
4. Chief industries.

B. Land forms of North America as they affect man and his industries. The method of teaching these topics would be that of journey geography, for example: a journey up the Mississippi river; an air plane trip over the Rockies.

1. Coastal plains.
2. Piedmont Regions.
3. River Valleys.
4. Plateaus.
5. Mountain Ranges and Valleys.
6. Influence of these features on climate, temperature, plant, animal and human life and activities.

C. Climate of the United States as it affects man and his industries—Typical climate areas. This topic should be treated in a general way first and then woven into the instruction as each industry is studied.

1. Oceanic.
   - A. Pacific Coast.
   - B. Atlantic Coast.
   - C. Gulf Coast.
2. Continental.
   - A. Steppe type.
   - B. Plateau type.
   - C. Mountain type.
   - D. Desert type.
   - E. Monsoon—semi-tropical type.

D. Principal Agricultural and Industrial Regions of the United States, and North America.

1. The Great Wheat Belt.
2. Corn Belt.
3. Cotton Growing.
4. Sugar Production.
5. Grazing Regions—cattle, sheep.
6. Lumbering Areas.
7. Mining Regions.
8. Fisheries.
9. Manufacturing.

E. Trade, Transportation and Commerce.

1. **Cities.** Factors determining location and how developed New York, San Francisco, Seattle, New Orleans, Los Angeles, Richmond, Chicago, St. Louis, Omaha, Minneapolis, Pittsburg, Denver, Salt Lake City, Mexico City, Winnipeg, Toronto, Quebec, Vancouver.

2. **Rairoads and Other Highways.**

   A. Railroads in United States, Canada and Mexico.
   B. Ports and Harbors.
   C. Rivers and lakes and canals.
   D. Improved roads.

F. Political Subdivision of United States. Since most geographic data is secured from political subdivisions of a country or nation, it is important that such subdivision be the point of departure in teaching the geography of a country or section of a country.

1. Pacific States.
2. Plateau States.
3. North Central States.
4. South Central States.
5. South Atlantic States.
6. Middle Atlantic States.
7. New England States.

Characteristic features, industries, resources, cities, etc. of each and comparison of products, manufactures, institutions, etc.

G. Political Divisions of North America in their relation to the people of Utah and the United States.

1. United States.
2. Canada.
3. Alaska.
4. Mexico.
5. Central America and West Indies.

General characteristics of people. Race, origin, forms of government, religions, institutions, educational systems, social and economic progressiveness.

H. Europe, Asia, Australia, Africa and Islands of the Pacific. The geographic concepts are best acquired by the method of journey-geography worked out in terms of such problems as: What did our boys see in Europe when they went to fight for world democracy?

What did Roosevelt learn on his hunting trip in Africa? Why are Americans interested in the Islands of the Pacific.

IV. **Tests and Standards.**

Testing is just as important as teaching. After each unit of subject matter has been covered, the teacher should give her pupils a test. If the test papers indicate that a large majority of the pupils have achieved the desired objective, the next unit can be taken up, otherwise instruction should go until practically all (at least 95 per cent) have reached the objective.

In order to compare the class average with the standard for the country as a whole, the following standard tests are recommended:

1. The Boston Geography Tests—United States. Department of Educational Investigation and Measurements. Boston, Massachusetts.

2. The Hahn—Lackey Geography Scale. (See Outline for Seventh Grade.)

3. The Courtis Supervisory Test in Geography. Test A. Form A. (See Outline for Seventh Grade.)

4. Withonis Standard Geography Tests—The United States. (See Outline for Seventh Grade.)

SIXTH GRADE

Text: McMurray and Parkins—**Advanced Geography,** Part 2.
Supplementary: Allen—The New Europe, South America.
Bowman—South America.
Carpenter—Asia; Africa; North America; South America, Europe.

I. **General Outline.**

1. Study extensively South America as a typical continent. Again the approach is through typical industries. Careful comparison should be made with (a) United States and North America, (b) Eurasia and Africa.

2. A general study of Europe, Asia and Australia.

3. A general study of the nations that have contributed to South American civilization.

II. **The geographic concepts and abilities to be acquired as an intellectual possession are as follows:**

A. **General.**

1. Enriching and deepening the understanding of how plant, animal and human life is dependent upon climate and soil.

2. An understanding of the factors that determine climate in general and the climate of South America in particular.

3. An understanding of how plant, animal and human life are influenced by land and water forms.

4. An understanding of the factors that determine the distribution of plant, animal and human life in South America.

5. An understanding of the production system of South America—a comparison of these with those of North America, Eurasia, Africa, and Australia.

6. An understanding of our relations with the peoples of South America in terms of what products we exchange with them in order to deepen the appreciation of the inter-dependence of the people of the earth.

7. An understanding of the development of the different nations of South America, their customs, habits, traditions, etc., how they live among themselves and their relations with one another and nations of other continents.

B. **Specific.**

1. Ability to compare South America with the United States; North America as to general physical feaures; climatic distribution of plant, animal and human life, industries, means of trade and transportation.

2. Ability to compare intelligently the adjustments that the South Americans make to their environment with those that we in the United States make to our environment.

3. Ability to talk intelligently at considerable length of the geographic factors of South America and North America.

4. Ability to write intelligently of the different geographic concepts mentioned above.

5. Ability to draw a map of South America free hand and locate the important natural, industrial and political regions of the country.

6. Ability to gather geographic information about South America and the above named countries from books on travel, magazines, etc.

7. Ability to interpret geographic statistics.

8. Ability to interpret graphs, diagrams, figures, etc. used to represent geographic facts.

9. Ability to read and interpret a globe. ....

10. Ability to talk and write intelligently on such geographic concepts as: temperature, rainfall, winds, ocean, currents, altitudes, latitude, longitude, river, valleys, plateaus.

III. **Suggestive Outline of Subject Matter.**

1. Earth Forms of South America.

   A. Plains and River Valleys.
   B. Plateaus.
   C. Highlands.
   D. Andeans Mountains.
   E. Sylvas, Pampas, Ilanos.

2. Drainage Systems.

   A. The Amazon—compare with Mississippi and Congo. Danube, etc. Extent of drainage area, navigability, commercial importance.

   B. The Plata. Compare with Mississippi, Missouri, etc. also with Danube, Volga.

   C. The Orinoco.
   D. Other Rivers.
   E. Lakes.
   F. Harbors.

3. Climate Types. This general topic, though interesting in itself, can be more effectively taught if woven into treatment of the industries and occupations of the people.

   A. **Climate factors.**

      1. Temperature.
      2. Altitude.
      3. Latitude.
      4. Pressure.
      5. Winds.
      6. Ocean Currents.
      7. Rainfall.
      8. Sunshine.

   B. **Types.**

      1. Amazon type.
      2. La Plata type.
      3. Highland types—Brazilian Guiana.
      4. Andean type.
      5. Plateau type—Bolivia.
      6. Arid West—coast type.

4. Agricultural and Industrial Regions.

   A. Cereal production—wheat, etc.
   B. Grazing regions—cattle, sheep.

C. Coffee.

D. Rubber.

E. Hardwoods and other forest products.

F. Nitrate industry.

G. Mining.

H. Manufacturing.

I. Exports to what countries?

J. Imports from what countries?

5. Trade, Transportation and Commerce.

A. Railroads.

B. Waterways.

C. Highways.

D. Ocean routes.

E. Leading cities—their history, industries, institutions, customs and traditions.

F. Careful comparison of each of these topics with United States, North America, and Europe.

6. Distribution of Population.

A. Races and nationalities—characteristics, occupations cultural, religious, educational, and political activities.

B. Relation of distribution of population to geographic features, such as topography, drainage systems, climate, soil, natural resources.

7. South America compared with Europe, Asia, Africa, and Australia, as to:

A. Size.

B. Land and water farms.

C. Climate.

D. Industrial regions.

E. Agricultural regions.

F. Trade and transportation.

8. European Countries that have contributed to South American development and culture. This is not be intensive study of European countries, but mainly to understand something of the origin of South American institutions.

A. Spain.

B. Portugal.

C. Italy.

D. Greece.

E. Germany.

F. France.

G. Great Britain.

H. Comparison of living and working conditions in these countries and South America.

IV. **Tests and Standards.**

As in the preceding grades the standards of achievement are determined by the objectives in terms of understanding and abilities. Frequent testing will show to the teacher the effectiveness of her instruction. Although pupils differ in their ability to understand and solve geographic problems; yet, if the objective is worth while all should achieve it up to a reasonable degree of mastery. For each unit of subject matter then, the teacher should apply the formula: Pre-test, test, reteach, (if necessary) test again, up to the mastery level for all pupils capable of achieving it.

The following standard tests will help the teacher to determine the relative standing of her pupils and her grade:

1. The Hahn—Lackey Geography Scale. (See outline for Seventh Grade.)

2. Witham's Standard Geography Tests. South America and the World. (See Outline for Seventh Grade.)

HISTORY AND CIVICS

For Teachers: Mace—Method in History.

"An American Citizenship Course in United States History with Type Studies" by American School Citizenship League.

These subjects are to be taught together and the material, although outlined in two separate parts, is to be closely correlated.

General Objectives in Civics:

At its meeting in May, 1922 the Association of Collegiate Schools of Business included in its decisions the following statement of purpose in teaching the Social Sciences:

"Their purpose is that of giving our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well, to the end that our youth may develop those ideals, abilities and tendencies to act which are essential to effective participation in our society."

Re-stated, these objectives are:

I. To have pupils learn what a good citizen of the groups of which the child is a member should do.

II. To develop in the pupils an attitude of group loyalty so that in adult groups they will strive to learn their rights and secure them and to learn their responsibilities and to fulfill them.

III. To accomplish these ends pupils should learn the facts about the various social groups, participate in group activity, and develop interests in group welfare.

General Objectives in History:

I. To develop in the pupils an appreciation for the reality of life in the past and for their dependence for present comforts and opportunities on the achievements of the people of the past.

II. To have pupils use their knowledge of the past experience of the race in appreciating our present conditions and meeting the present problems so that they understand present institutions, adjust to them, and modify them when needed.

To accomplish these aims it is felt that pupils should learn the stories of the past, including the facts which form the common basis for culture and serve to interpret present life and should associate these selected facts with present life.

The outline only points a way to this achievement; the teachers must furnish the details which will enlighten this path.

FIRST GRADE
HISTORY

Specific Objectives:

I. To have pupils learn that certain actions of the past have been important in our lives; that each year we remember these events by celebrating holidays in our homes.

II. To have pupils learn that even in primitive people, most like children, that homes were organized and loved.

III. To have pupils appreciate the complexity of modern life by comparing it with primitive life.

Materials:

I. Detailed stories of the origin, purpose and celebration of Halloween, Thanksgiving, Christmas, Washington's Birthday. Tell the story of the childhood of Washington. He grew up as other boys have done but grew to greatness.

II. Eskimo and Indian Life.

A. Eskimo Life.

1. Study seasonal changes and winter. By means of pictures, descriptions, and stories build up a landscape background for Eskimo home life.

2. The people.

3. The homes—of what and how built.

4. Food—of what it consists; how obtained—hunting, fishing. Study Eskimo dog sledges and boats.

5. Clothing—fur.

6. Light and heat—oil.

Show how the entire wants of these people are satisfied by one single industry.

B. Indian Life.

1. The Indian baby—his cradle, food.

2. Indian children—preparation of the boy to be a warrior.

3. The wigwam.

4. Food—kind, how obtained, and preparation for eating.

5. Clothing—also provided by the hunt.

6. Utensils.

7. Weapons.

8. Discuss division of work between men and women and let this work give children a little realization and ap-

preciation of the complexity of our own modern life; the variety of workers and the labor involved in providing for our daily needs, by picturing vividly the simple life of a primitive people, who go directly to nature and through their own efforts obtain the necessities of life.

Note: Suggestive details of treatment, teaching plans, and references can be found in booklets published by the University of Utah Training School.

III. Other stories of Primitive Live. The Brown Baby, The Little Dark Girl, in Andrew's Seven Little Sisters.

IV. Stories of our holidays: Thanksgiving, the climax of the study of the farm; Christmas; Birthday of Washington.

Christmas:

Children's own Christmas experiences recalled by stories and pictures. Stories of Christmas in other lands, England, Norway, Italy, Holland, told in a dramatic story with plot and characters.

Pictures of landscape and people, house interiors and exteriors; stories of their customs; children's preparation, parents' preparation Santa Claus, etc.

Norway—Climate, length of day, two weeks' holidays, neighborhood parties, feeding of animals, sheaf of grain in the yard for the birds, Christmas tree, gifts.

Stories—The First Christmas. The Legend of St. Christopher. Stories of the Madonna Pictures.

V. In the entertainment of the service rendered to other members of the school and in the responsibility of schoolroom housekeeping, the children find a direct opportunity for social service.

VI. Simple material bearing upon the commemoration of events in local or State history—Indians in Utah—Twenty-fourth of July, etc.

FIRST GRADE

Civics

Specific Objectives:

I. To use the children's knowledge of the contribution made by the home as a background for developing the responsibilities to be assumed by each member of the family, especially the first grade child.

II. To develop habits of good citizenship in school.

A. **Materials:**

1. Source of common necessities as far as the family activity is concerned.

a. How home is secured—bought or rented.

b. Food raised at home.

c. Food purchased.

d. Clothing made at home. Materials purchased.

e. Clothing purchased ready made.

f. Fuel.

g. Books, music, and other amusements in home.

2. What each member does to provide these. Emphasize the service of parents and the many kindnesses shown children.

3. Wherein can children contribute.

a. Care of things provided. Teacher should be very specific in items of thrift.

d. Keeping self and everything else clean.
found without help.

c. Keeping home orderly—obedience.

d. Keeping self and everything else clean.

e. Keeping well.

f. Kindness to living things.

g. Personal helpfulness—Ways of being "little helpers."

h. Unselfishness.

i. Good manners.

j. Avoiding quarrels.

4. Apply each of these civic virtues to school activity.

B. **Methods:**

The above can best be taught through stories, poems, biography, and little home service projects, such as are suggested in the little booklets published by the University of Utah Training School.

SECOND GRADE.

Civics

Specific Objectives:

I. To enlarge the pupil's idea of citizenship by discussion of other institutions making up the community and the activities of each one in support of all people in the community.

Materials:

I. Contribution of others to our family and school wants. Details should be supplied according to the local community. A list for a rural section might include doctor, postman, grocer, and other store owners, blacksmith, dairyman, garage man.

II. Responsibility of each home to do something or to produce something to be exchanged for these contributions.

III. How the child can help:

A. See the home and school work according to the following principles:

1. Sympathy, appreciation for others at work and in their homes.

2. Helpfulness to others in community—old, feeble, charity work.

3. Hospitality.

4. Thoughtfulness.

5. Fair play and equal opportunity to others.

6. Good work so that product is dependable.

7. Co-operation—between neighbors, schools, and other groups.

B. By assuming definite home and school duties and carrying them out faithfully.

Methods: Stories, poems, biographies and projects, showing interdependence of people and modes of exchange.

HISTORY.

Specific Objectives:

I. To enlarge the pupil's knowledge of past events commemorated now by our holidays, especially those observed in a community celebration.

II. To complete the story of Indian Life.

Materials:

I. Stories of Columbus Day, St. Valentine Day, Lincoln's Birthday, Franklin's Birthday, Arbor Day.

II. Stories of Indian group life—industries, tribal divisions and home, community building in southwest, picture writing, ceremonies, legends.

III. Simple material bearing upon the commemoration of events of local or state history should be emphasized.

THIRD GRADE

CIVICS.

Specific Objectives:

I. To enlarge the pupil's idea of his social relationships by studying the needs for each one doing his part in making home, school, community, state, and nation better.

Materials:

I. How home and school can make community better:

A. Care of homes and school grounds.

B. Care of streets.

C. Care of public property.

D. Obedience to instructions and law.

E. Care of health.

II. How communities can make the state better:

A. Care and construction of roads.

B. Care of public buildings.

III. Good homes, schools, communities, and states make a great nation. What is the nation? What does it do for us? How can we help it? Learn its story. Learn ways of service.

Methods:

Tell stories of helpfulness in the home and community.

Ask practical questions and insist on specific answers. How can neighbors keep the partition fence looking well? What is done with rubbish? What makes homes cheerful in appearance?

Organize activities for service.

Check on the performance of the unusual efforts at community building by individuals.

Observe the town at intervals to note examples of co-operation.

HISTORY.

Specific Objectives:

I. To have pupils learn the stories of the events which are commemorated in our national holidays.

II. To make real some stories in the heroic life of other primitive people from whom we have received our customs, literature, music, games, or other things, and whose history appeals to children of this age.

Materials:

I. Stories of the events causing and the significance attached to Armistice Day, Memorial Day, Flag Day, Independence Day. By referring to returned soldiers, parents, grandparents or others, establish a time sense.

II. How primitive peoples lived differently because they had to meet different home conditions should be illustrated from the

study of the Vikings, Greeks, early Hebrew people, and desert peoples.

A. Tell briefly the stories of the Vikings and lead pupils to see the three factors that led to the discovery of Iceland, Greenland, and America.

(a). Desire to trade.

(b). The need of more room. Norway was too small to hold the rival chiefs.

(c). Love of adventure and battle.

(d). Use Jennie Hall's "Viking Tales." Begin with "The Story of the Baby." Follow the story of Harold until he is King of Norway.

(e). Rebellion of the other chiefs, the exodus from Norway, the discovery and settlement of the small islands north of Scotland and finally of Iceland.

(f). The necessity of trade with the homeland, the products exchanged, the boats used, the story of Eric the Red, and the discovery of Greenland. The story of Vineland, the Good.

B. A study of Greek. Tell stories of the effect of the environment upon the people. Greece is a mountainous country, but unlike Norway, has a warm climate. Through such stories as that of Hercules bring out the training of the boy to develop strength and beauty of body, courage, and endurance. The Vikings and the Greeks had many characteristics in common but the Greeks had not only the sterling qualities of the Vikings but also a passion for beauty. By means of stories and pictures help the children to gain a sympathetic understanding of the life, food, dress, work, and art of the period of Greek life which has given us so much in the way of story and statute.

C. Simple stories of Hebrew life and early leaders and heroes: Joseph, Moses, David, Leonidas, and Alexander the Great; Cincinnatus, Horatius, Hannibal, William Tell, King Alfred, Robert Bruce, and Joan of Arc.

Method:

Each holiday may be studied under the following headings:

I. Why we remember the day—tell the history stories.

II. How it is observed—show wherein we participate.

III. Responsibility for carrying on the history story in our day.

The primitive life material should be presented in stories, dramatization, art work, or sand tables. The novelty of the lives of these

peoples will make history projects interesting. (Type can be worked out if desired).

IV. Simple material connecting the child's life with events in local and state history.

FOURTH GRADE

CIVICS.

References for teachers:

(a) Texts on Community Civics.

(b) Pamphlets published by civic organizations and industrial institutions.

Specific Objectives:

1. To have pupils appreciate that community organization is necessary for living together, and that government is merely our way of organizing for common good and to do things we cannot do alone.

To get this appreciation pupils are to learn what local government is and participate by dramatization or participation in community welfare projects.

Materials:

I. Study specific cases of co-operation in providing needs.

A. Water System.

B. Lighting System.

C. Transportation.

D. Amusements.

II. Study functions of local government.

A. How we protect ourselves and our homes—fire, police, and health departments.

B. How we provide ourselves with conveniences and necessities—water supply, reservoirs, and distribution; street sidewalks, bridges, illumination of the city, parks, street cars. telephone, telegraph, mail service.

C. How we educate ourselves—schools, libraries, gymnasimus.

Many of the activities carried on in the lower grades should be continued if convenient.

Methods:

The line of questioning suggested below should lead to community study and perhaps to trips of investigation.

"Water."

Where does the water which you use at home come from? (Discuss work of waterworks).

How can people on ranches get their water?

Which is the most convenient?

Can they find water in all communities? What do they do if they cannot?

FOURTH GRADE
HISTORY.

Specific Objectives:

1. To have pupils become acquainted with the story of the local community in order to appreciate the reality of the early settlers and the value to us of their wonderful work.

2. To have pupils know the stories of the pioneers of our own state.

3. To have pupils develop an interest in the history of our country through the stories of national pioneers.

Materials:

Texts:

(a). For Utah Pioneer stories teachers should use Young's History of Utah. (In hands of teachers only).
Gordy's Stories of Early American History. (In hands of pupils).
Mace—Beginner's History (Revised edition, first half.)

Suggestive Outline of Subject Matter.

Stories of heroism told in terms of the exploration and settlement of our homes and the great West should constitute the chief work of this grade. A hero should be to the child a real person who has achieved great things. The farther away, in time or place, such a hero lived, the less reality there is in his life to inspire the children, although some of our greatest events in history come from the remote past and these should not be omitted. Make your beginning with the tales of bravery of our local pioneers and illustrate by way of comparison with some hero stories of other times.

1. **Discoverers of America.**

These men went in search of unknown routes to the east. In their path they found America. To study all men mentioned would be impossible. Study in detail Columbus, Magellan and Sir Francis Drake.

II. **Explorers of the Continent of America.**

1. English—Raleigh.
2. Spanish—Pizarro or De Soto.
3. French—La Salle.

III. **Men who Settled America.**

1. Virginia—John Smith.
2. New England—Miles Standish.
3. Pennsylvania—Wm. Penn.
4. New York—Peter Stuyvesant.

II. **Pioneer Life of Local Community.**

1. Show that in the community each man's work is connected with some institution—home, school, business, office; these make up our community. Were they always here? Who built them? When was the community first settled. Compare old pioneer homes, churches, stores, etc., with modern ones; also compare food, clothing, books, etc.; bring in pioneers, veterans of the struggle, to tell the story of the pioneer times.

2. Distance and means of transportation from the central settlements near Salt Lake.

3. Early resources of the locality and the furnishing of food, clothing, and shelter; early home life.

4. Indian troubles, if any.

5. Early provisions for schools, churches, and amusements.

III. **Settlement of Utah.**

1. Where did the pioneers of Utah come from? Discuss conditions in their former home in Illinois as to rainfall, forests, etc. Bold and adventure loving men had already crossed the country and made homes in Oregon and California when these people decided to cross the Rocky Mountains.

2. Preparation for the journey—homes sold, outfit needed; ferried across the Mississippi; temporary settlements made in Iowa. Use a large map of the United States placed flat upon a table or desk with the top of the map toward the north of the room.

3. The final start—journey across the plains, discuss wagons, oxen, provisions, night encampments, buffalos, guide signs, the Rocky Mountains, Fort Laramie, South Pass, the meeting with James Bridger, difficulties in getting through the canyons, the arrival in Salt Lake, July 24, 1847. Pictures for the children and subject matter for the teacher are indispensable in this work.

4. What had to be considered in choosing a site for the camp? What was the first work that the people began to do? Upon what did their lives depend?

5. The first attempt to turn the soil resulted in broken plows; irrigation a necessity. The ground was so dry it took two days to get the water one half mile from City Creek.

6. The laying out of a city—the fort built, why necessary?

7. The hard winter—suffering from lack of food, clothing, and proper shelter; the spring planting, the crickets, the coming of the gulls; the festival held in the autumn.

8. Home life—industries, food, clothing, houses, Indians.

9. Expansion from Salt Lake Valley. Why north and south?

10. Gold discovered in California; the Forty-niners; trade with them; effect upon the lives of the people.

11. Hand cart companies—difficulties and disasters.

12. Travel—stage coach, freighting, the Spanish trail; cost of sending a letter, of common household articles.

13. The coming of the railroad—the story of building it across the continent; effect upon lives of the people, upon the territory as a whole. Paul's Farm Foes and Bird Helpers, p. 79, p. 87, p. 112.

14. The pioneer work should close with the Thanksgiving idea. The pioneers followed in the trail of various people who had worked through the west before. These should now be studied.

I. Spanish Explorations in the Western Country.

Do not lose the point of view of a fourth grade child, but teach this material as stories of heroes who made life possible for us here in Utah.

1. The exploration by the Spaniards.

(a). Father Escalante, the Spanish Priest, who made his way north from Mexico into what is now the United States in search of a short route from Mexico to the missions in California. He came into Utah, going as far north as Utah Lake, then turned to the southwest and traveled over the desert. A town in Garfield County now bears his name.

(b). Coronado—Tell the story of his search for the seven cities. Teach the geography of the country over which he traveled. Tell about the discovery of the Grand Canyon of Colorado by some of his men. Study the Pueblo Indians, their homes, their work, their customs. Compare with other Indian tribes; ac-

count for differences and show the relation of environment to mode of living and protection from enemies.

II. **Exploration of the Great West—Fremont and Lewis and Clark.**

1. How did the work of the trapper prepare for that of the explorer?

2. Difficulties—Indians, distances to be traveled, food supply, care of instruments, physical features of the West.

3. Interest of the U. S. Government in the West as territory for settlers, resources, commerce with Asia, military purposes.

4. Special knowledge needed by men who undertook this work.

5. Results accomplished.

III. **The Trapper Era in Utah.**

1. The condition of the country before the advent of the white man; Indian, his dependence upon animal life. Fashions in cities of the East and in Europe that made a demand for fur, especially beaver for hats.

2. The type of men who responded to this need, their love of adventure; the dangers and difficulties of such a life. Study the beaver, its habits, the value of its fur, how trapped; the rendezvous.

3. St. Louis as an outfitting post, as a trade center for furs; account for this; have children locate it on the map. What are its facilities for transportation?

4. Study the story of Kit Carson in detail. He represented the finest type of trapper life.

FIFTH GRADE

CIVICS.

Reference for teachers: Texts on community civics.

Specific Objectives.

To develop in the pupils a desire to become an effective individual citizen and to establish habits of industry and thrift.

Materials:

Throughout the year place emphasis on the necessity of children of this age controlling their own actions for the good of other members of the groups in which they live, especially their parents and others who provide a living for them. Pupils should learn to appreciate their home and community. If desired, civics may be given during one half year and history during the other half.

I. Thrift.

1. Waste, saving, wise expenditure, etc.

(a) In the home. Food, furniture, clothing, property.

(b) In the school. Books, paper, desks, apparatus, etc.

(c) In the town or city. Buildings, trees, lawns, streets, water mains.

2. Advantage of home ownership.

3. Progress made by mankind in permanent communities.

4. Community life requires proper respect for rights of others especially honesty and regard for the property of others.

II. Show how law protects property and how obedience to law is necessary.

GRADE FIVE
HISTORY

Specific Objective:

To have pupils learn the stories of American Leadership. These stories should have value in developing ideals of patriotism and in forming a basis for understanding the development of the nation. The individual leader is an expression of the ideals and achievements of the people.

Materials:

Texts: Gordy—Stories of Later American History (revised edition)
Mace—Beginners History (revised edition second half.)

Suggestive Outline of Subject Matters.

I. **Heroes of the Struggles between the French and the English.**

1. Washington.
2. Franklin.
3. Montcalm and Wolfe.

II. **Revolutionary Leaders.**

1. Washington.
2. Lafayette.

III. **The Development of the Government.**

1. Patrick Henry.
2. Alexander Hamilton.
3. Thomas Jefferson.

4. Henry Clay.
5. Daniel Webster.

IV. **The Civil War Period.**

1. U. S. Grant.
2. Robert E. Lee.
3. Abraham Lincoln.

V. **Industrial Leaders.**

1. Robert Fulton.
2. Cyrus W. Field.
3. Cyrus H. McCormick.
4. Samuel F. B. Morse.
5. Thomas A. Edison.

VI. **Leaders in Literature and Social Development.**

1. Jane Adams.
2. Susan B. Anthony.
3. Frances E. Willard.
4. James Whitcomb Riley.
5. Henry W. Longfellow.
6. Henry D. Thoreau.

VII. **Recent Characters.**

1. Theodore Roosevelt.
2. George W. Goethals.
3. Woodrow Wilson.
4. Present living leaders.

Methods:

The following two outlines indicate methods of approach in biography study.

I. A suggestive outline for study of Miles Standish.

1. Early life of man.
2. Conditions of life just before coming to America.
3. Purpose of himself and company in coming.
4. Kind of followers or people in colony.
5. Conditions under which settlement was made.
6. Typical frontier struggles for food, clothing and with Indians.

II. Suggestive outline for method of study of Robert Fulton.

1. Contribution to national welfare made by the man.
2. The needs satisfied by his invention.
3. How he came to choose his work.
4. His struggle to succeed. Story of his life as connected with work.
5. How the work was received by the people.

SIXTH GRADE

CIVICS

Reference for teachers: Texts in community civics.

Specific Objectives:

To review the work of economic preparation for a useful life and to show how this could be obtained with and controlled by certain ideals characteristic of American life.

Materials:

I. Thrift and Industry.

1. Follow the discussion of the recognition of property rights as studied in the fifth grade with a discussion of wealth.

2. How accumulated—production, saving, investment; caution against the evils of uncertain speculation.

3. Uses of wealth—satisfaction of wants, provisions for pleasure, community building.

4. Great riches not an aim in life, but a means to an aim.

II. Joy in work and service.

III. Conservation.

IV. Intelligence.

V. Courage.

VI. Honesty—Regard for truth.

VII. Reverence.

VIII. Consideration for rights of others.

1. By common understanding.

2. As expressed in Constitutions and Laws.

SIXTH GRADE

HISTORY

Specific Objectives:

1. To begin a study of our present civilization by studying the history of Europe which finally resulted in the discovery of America and the development of our nation.

2. To know intimately the life and labor of Abraham Lincoln—Gordy.

Materials:

Texts—Gordy: American Beginnings in Europe.
Gordy: Abraham Lincoln.
Mace and Tanner: Old Europe and Young America. (Revised Edition.)

I. **The Greeks.**

What Greece had to teach the world—religion, games, government, art, education.

II. **The Romans.**

1. The Romans and the Greeks. How Rome became mistress of the world.

2. What Rome had to give to the world—government, military organiziation.

III. **The Teutons.**

1. How they conquered Rome.

2. Contribution of the Teutonic tribes to modern civilization.

IV. **The Development of England.**

V. **Movements in European History which led directly to American Development.**

1. The Crusades.
2. The interest in art and literature.
3. The development of science.
4. The commercial relations with the East.
5. The reformation.
6. The development of the idea of political freedom.

Methods:

The material should be taught by means of carefully selected concrete stories. Generalizations should follow the story materials.

MEASURING RESULTS IN HISTORY

There are few satisfactory tests or standards of achievement in history and the social sciences. The twenty-second year book of the National Society for the Study of Education contains some extensive studies of the problem of essentials in the social sciences. The earlier year books on minimum essentials contain very little definite help. It seems therefore that a study of the material outlined should result in the actual mastery of a reasonable number of specific events, characters and dates, but that the actual selection of those facts should be left to the teacher.

The standard tests are not perfected or standardized in history but the following are proving helpful in measuring and diagnosing the history instruction.

TESTS IN HISTORY

Information Tests.

1. Bell & McCullom—Journal of Ed. Phy. May, 1917. Not standardized.

2. Starch—American History est. University of Wisconsin.
   Median Scores from Starch Ed. Psy.
   Grades 6—7—8—H. S.
   Scores 7—20—38.

3. Davis Tests in U. S. History—University of Pittsburg.

5. Harlan Test of Information in American History—University of Minnesota.

Thought and Judgment:

1. Van Wagemen Scales in United States History—Teachers' College—Columbia University.

MUSIC

For Teachers: Basal—

Progressive Music Series (Enlarged Edition.)
Teachers' Manual, Vol. One.
Teachers' Manual, Vol. Two.
Teachers' Manual, Vol. Three.

Required Supplementary.

Churchill—Grindell's Songs Numbers One, Two, Three, Four Five and Six.

Recreation Songs.

Optional Supplementary:

Hollis Dann Manual for Teachers, Book One and Two.

For Pupils: Basal—

Progressive Music Series.
Primary Song Book—Books One, Two, Three and Four.
One Book Course.

Optional Supplementary:

Hollis Dann Music Series—Books One, Two, Three, Four, Five, and Six.

I. **General Objectives in Music.**

1. To give each child an appreciation and love for good music.

2. To give every child throughout the elementary grades a desire to sing as well as a working knowledge of the subject.

3. To so plan the work that step by step he will master each difficulty so that by the time he has completed his elementary school he is able to understand and sing at sight the problems which will have him prepared for Junior High School work.

4. That the weakest of pupils will be able to do individual work in exercise and song, as individual work strengthens the pupil and greatly adds spirit to the collective work.

II. **Special Objectives in Music.**

1. Individual expression in song.
2. Development of light, fluty, singing voice in each child.

GRADE I

1. **Rote Singing.**

The basis of all music instruction is the rote song. It develops the aural language of music. The teaching of many rote songs in

this grade is an absolute necessity for the musical growth of the child. The development of his rhythmic and melodic sense depends entirely on rote singing. Fifty to sixty songs should be taught during the year.

To begin the work the child's interest should be aroused by the teacher singing several song stories daily, exacting very little of him only to listen as far as singing goes. Repeat one or more of these songs daily adding new interest by singing new songs. The phonograph should be used and well chosen songs sung by singers (women voices preferable) who understand children's voices. By the end of the week he will begin to imitate supplying the last word of a phrase or even the last phrase of the song. He is now ready to be taught a one stanza song in its entirety. For method of teaching rote songs consult Teachers Manual Vol. I for first, second and third grades, p. 25.

Classification of children according to the ability to sing is the next step. Children whose pitch and rhythm are best should be placed in back and sides of room. The children who are less fortunate, who cannot seem to hear pitch, or are unable to imitate or match the phrase—should be placed in front rows where special attention should be given them. They should be allowed to listen part of the time, but to listen all the time will not improve their sense of pitch. Teach them to sing softly while listening to the other children. Special attention should be given them in one long tone, two contrasting tones one high and one low, so, do, or do, do. Little motives and phrases, etc.

Individual singing is as necessary as individual reading. After several songs have been taught and learned begin individual work by having the child in the back row begin the first phrase, followed by next child singing same phrase or second phrase, etc. Follow this work down the entire rows.

Note: Change the phrase or song to avoid montony. Give every child in the room equal opportunity.

Songs may be classed under the following headings—Nursery rhymes, Observation songs, Study songs, Recreative songs.

Nursery Songs.

1. Bye Baby Bunting
2. Little Jack Horner
3. Little Miss Muffet
4. Little Bo Peep
5. Baa, Baa, Black Sheep
6. Old Mother Hubbard

7. Didde, Diddle Dumpling

8. Twinkle, Twinkle, Little Star

9. Rock-a-Bye Baby

10. Ride a Cock Horse.

For Observation and Study songs, see Manual Book I.

Note: Observation songs may be of two kinds:

1. Songs that refer to the musical thought such as the motive, phrase, etc.

2. Songs which correlate with the word thought.

Recreative songs may be chosen from the following books as an aid to the songs in the regular course of study.

1. Churchill Grindele, Book I to V.

2. Small Songs for Small Singers, Neidlinger

3. Playtime Series Books I and II, Gaynor & Riley

4. Songs of a Little Child's Day, Smith & Poulson

5. Primary Melodies, New Educational Music Course

6. Mother Goose Rhymes, Growinshield

7. First Year Book, Hollis Dann

8. Song Development, Ripley & Hertz

9. Lilts and Lyrics, Riley & Gaynor

Ryhthmic Work.

From the rote songs and instrumental music (phonograph, piano, etc.) children should be taught to feel and understand rhythm. This is accomplished by clapping, marching, dancing and other bodily movements. Imitate; giant, bear, duck, rowing, rocking, etc. to music. Lead the child thru these bodily movements to express from the primary rhythms in music, accented and unaccented movement, to loud, soft, loud, soft.

Do not talk rhythm. Let the children feel it and finally express it. The ear should be taught to recognize the primary rhythms of music. The recognition of the rhythmic motive in song, by repetition of the figure, and the long and short words should be the aim.

Melodic Work.

From the song work taught attention should be called to similar and dissimilar phrases in the song. The octave, arpeggio in its var-

ious forms to the relative tones above and below the tones of the arpeggio; the scale, parts of the scale, tonal repetition; memorizing syllables in melodic form; memorizing short songs with the syllables to prepare pupil for the reading of same from blackboard.

Results.

1. The child should be able by the end of the year to do individual song singing from songs already learned.

2. Should be able to recognize similar and dissimilar phrases in music.

3. Should be able to sing octave, arpeggio or scale with syllables and recognize simple motive and phrase by syllable.

4. Should be able to clap, count, or use correct rhythm to music which is familiar to him, also to unfamiliar simple music.

Note: For further instruction in this grade, consult Teacher's Manual, Book I.

GRADE TWO

1. Rote Singing.

In this grade as in Grade I part of the daily recitation should be spent in rote singing to develop the pupils musical vocabulary; to make him more versatile in terms of melody and rhythm; to prepare him for the recognition of music symbol, to be developed later. A number of the songs of the previous year should be reviewed for the purpose of the problems involved in them for further musical development. The teacher should familiarize herself with the problems taught in Grade I so as to correlate her work properly. Teach not less than forty songs during the year. The artistic rendition, careful pronunciation, enunciation and an intelligent interpretation is absolutely necessary for interest and development. (For presentation of rote songs, consult Teacher's Manual Book I, p. 25.)

Songs may be classified under the following headings:

1. Study songs or observation songs.

2. Art songs or recreative songs, while all songs of each heading may be found in the Teacher's Manual, Book 1, Primary Song Book and Book I of the Progressive Course. A list of books of rote songs have been given in first grade outline—Those who wish to add to this song work will find them very helpful to the music work.

Individual song singing is indispensible. It cultivates interest in the work and helps the child in free expression. No child can become musical who has not learned to do for himself the work in rhythm and melody. It establishes confidence and gives him feeling. It opens the gateway to individual work in reading of the music symbol.

2. **Rhythmic Development.**

Review the accented and unaccented beat thru familiar songs—calling attention to the loud or accented word and the unaccented words—in instrumental music, piano or phonograph. By clapping, marching, swaying, rocking and other action work, lead the child to feel the rhythm and express thru using the words "loud soft" or "loud soft, soft" as music may call for to the idea of counting 12 or 123. This will lead him into the division of notes with bars, into measure, etc.

Thru songs lead him to discover long and short words and correlate them with notes and their value. Thru hearing and singing help him to understand phrase similar and dissimilar in rhythm and melody. This work takes in a great deal of concentrated listeninig or ear training and should be dealt with very systematically. For further instruction see Teacher's Manual, Book I under second grade outline.

3. **Melodic Development.**

Hand in hand with rhythm, melody should be taught, as one cannot be separated from the other in music. In Grade I the children were taught many songs with words and after becoming familiar with the song, the neutral syllable "loo" was applied and at least ten songs were syllablized from memory. Individual and collective expression in alternate phrases of the songs were taught. The recognition of similar and dissimilar phrases, etc. led the child to the understanding of melodic discrimination. After review of this work the child should be ready for a more definite development of the so-fa syllables. The study of similar phrases with the various motives and figures of the tonic chord and their active tonal relations as do-re-do, do-ti-do, etc. thruout the scales should be taught the child thru familiar songs containing the problems to be taught, after they are established thru hearing and singing. They should be presented to the eye thru notation; an association should be taught thru first hearing, second, aural expression third, visualized on the staff. Then application as in Book I.

Note: This work is very plainly worked out in the second grade outline in the Teacher's Manual, Vol. I.

4. **Results.**

1. Forty memorized songs, with intelligent interpretations.

2. Recognition of the musical phrase or motive, similar and dissimilar phrases.

3. Note values of whole, half and quarter, also their relative rests—measure bar, accented and unaccented beat.

4. Recognition thru hearing or seeing tonal chord do-mi-so-do, in its various arrangement, also thru associated active steps.

5. Reading very simple music at sight.

6. An appreciation and love of the music work.

GRADE THREE

1. **Rote Singing.**

In this grade, as in grade 1 and 2, rote singing should be a part of the daily recitation. Songs that teach love of home, country and God. These include nature songs, art songs and recreative songs. Correlation of songs to other subjects, as geography, history, etc. Careful attention should be given to pronunciation, enunciation, and such interpretation as the songs suggest.

Note: Many of these songs are outlined in the "Teachers Manual," Book I, in the monthly outline. For other books of rote songs, see list in Grade outline course of study.

The method of teaching these songs may be found in Manual, Book I. While in this grade many of the rote songs to be taught are in the books in hands of children. The children should easily be taught to do some of the work for themselves through suggestion of motive, figure, phrase repetition of music phrase, teacher helping where it is necessary.

Home songs include lullabies, folk songs, occupation, songs; songs which express love of home, mother and father, etc.

Nature songs—songs of seasons, flowers, birds, trees, animals, water, wind, etc. Love of country songs that include our own patriotic songs; folk songs of our own country and other countries.

2. **Rhythm Work.**

This work should be done by proceeding in song from the recognition of phrase and phrase repetition. Then the smaller part of the phrase known as the motive of long and short notes. Then to the accented and unaccented beat. Proceed from this work to combining the accented and unaccented beats to counting of the primary rhythms, "one two," and "one, two, three," forming with the notes measures of two, three or four counts to the measure; showing the separation of these measures by lines known as bars. From the long and short notes found in the motives, the note values are taught quarter or one beat note, half or two beat note, three beat note represented by a dotted half note; and the whole note or four beat note; also their relative rests. Drill on the whole note or four beat note. Drill on the rhythmic combinations of notes as the half followed by the quarter note thru this scale; this helps to fix these types in the mind of the child. Many of these rhythmic types are found in the songs to be taught.

Note: Every new problem in rhythm should first be presented thru familiar song. After singing the problem by rote, the particular problem should be analyzed, then sung thru the scale, then presented to the eye. Afterwards applied in familiar and unfamiliar melody.

An understanding of phrase and motive is absolutely necessary before note values, so that the swing of the music will always be felt.

3. **Melody Work.**

Melody and rhythm go hand in hand. It is the preparatory work for reading music at sight. Analysis of rhythmic and melodic notation thru ear training combined with visualiziation of the music that is heard and expressed should be studied. The tonic chord in all its positions with their neighboring tones and diatomic figures, the related chords throughout the scale, etc. This work should first be presented in song form as a whole, containing the problem to be taught, then analyzed by phrase and phrase repetition. This leads to the entire reading from familiar to unfamiliar songs at sight with so-fa syllables or words.

For definition and explanation of musical phrase, figure, motive, sequence, etc., see Teacher's Manual, Book I.

4. **Results.**

By the end of the year the following work should be accomplished:

1. Not less than forty songs individually, in an artistic manner.

2. Reading at sight any of the work in part one, two, three or four, Book I.

3. Recognition thru hearing in rhythmic and melodic work of tonic chord, sequential chord, progression thru the scale, diatomic figures, etc.

4. The writing of tonic chord, or any part of scale.

5. Understanding of measure, signatures, accented and unaccented beat, counting measure and why, understanding of note values and rests, of whole, half, quarter.

GRADE FOUR

1. **Rote Singing.**

In this grade rote singing should continue as in the previous grades. Most rote songs may be taken from the regular book assigned to the grade, although for diversion, and as a stimulus, songs may be taught from other rote song books. A list of these rote song books is outlined. See Grade I.

Partial rote singing from the regular song book assigned to the grade should be encouraged, the teacher helping over the difficult phrases.

Good pronunciation, enunciation, and faithful interpretation will stimulate an interest in this work.

Note: For explanation of this work read the chapter on culture. "Teachers Manual," Book II, page 16.

Not less than forty songs should be taught and memorized during the year. Individual song singing teaches the child the power of expression. It establishes confidence and createst interest for the intellectual side of the subject.

Note: Be careful in this work, that the voice is kept free, rather soft but buoyant, and within his vocal register. Keep within the register of middle c to g above the staff. The correct pitch and rhythm should always be established before he commences to sing. Standing or sitting erect is necessary to good tone production.

The song should be varied—songs of home, country and God, including nature songs, should be taught. Nature songs bring the child closer to his God.

Study Singing

These songs are used to teach new rhythmic or melodic principles. As all new problems, rhythmic or melodic are taught best through some familiar song containing the problem to be taught.

Tone—Time—Theory

The problems to be taught during the year are given under the above headings.

Tone or Melodic Work:

The study of the scale—parts of scale in diatonic progression. See "Teacher's Manual" Book II, for these progressions. Apreggio, or the principle tones of the scale "do, me, so, do", and their active neighboring tones. Simple skips or intervals of thirds, "do-me; re-fa; mi-so." etc. The intervals of fourth, as "do-fa-me; re-so-fa; me-la-so," etc. The scale with its sharp and flat chromatics, or the intermediate tones.

Note: These cromatics or intermediate tones are taught first by rote with the neutral syllable. Then by syllable name. Then from the staff notation. Introduction to minor mode thru songs in this mode; tonal drills in scale and parts of scale; also arpeggio from "la." Not very much detail work should be given in this grade; rather seek the melodic mood thru song work in the minor mode.

The sight reading work is done after the development of each problem. See monthly outline in "Teacher's Manual," Book II.

Two-part music is the ability to sing one part at the same time one listens to another part. Hence the preparation of two part music in simple phrase exercises.

Considerable ear training should be done in this work before attempting to read from books.

1. Teach the children to hear (do) while teacher sings (mi). Let them sing "mi" while teacher sings "do."

2. Lead them to hear simple motives of thirds; first part singing "do-re-do" while second part sings "do-ti-do." After children are able to do this, continue with simple motives and phrases until the hearing is established. Then proceed with visualization from blackboard and finally to reading from books.

Time or Rhythmic Work:

Teach the quarter, half, dotted half; the eighth and dotted quarter note followed by an eighth note, and corresponding rests.

Combinations of these notes in rhythmic figures are found in "Teacher's Manual" Book II. These should be taught and applied in reading from board and book.

Measure signature in quarter and eighth measure should be taught. Teach also incomplete measure, or music that begins on unaccented beat.

Theory Work:

Study of notes and their value as found in the familiar songs. Whole, half, quarter, eighth.

Study of the placing upper and lower "do" in the nine common keys. (C to E, and F to A flat.)

Study of sharps, flats and their use in song. The cancel, as a shap, a flat, as a character to remove the effect of either sharp or flat.

Writing of simple phrases copied from board and thru hearing. Teacher singing phrases with neutral syllable "loo" and children writing what is heard on staff.

Study of signs of expression used in music.

Results.

1. To sing songs in one or two part from memory, or simple reading of either.

2. To sing readily at sight, finding his own key, note and pitch exercises, or songs within the limited study.

3. To give an interpretation of song work thru his knowledge of words, music and signs of expression.

4. An individual expression of any part of the work.

GRADE FIVE

1. **Rote Singing**.

Rote songs should be taught in this grade as in the previous grades. Many of the songs of previous year should be reviewed to stimulate interest and the joy of singing. The new rote songs from the regular recitation book should be studied with the book in hands of the pupil. Where the children are able to follow the music let them do it. The teacher should help only over the more difficult phrases—not less than thirty should be taught during the year. Individual song singing should be encouraged. This work will give pupil much confidence in his other music work.

The voice should be taken care of. Do not allow loud, harsh singing. Keep within the register of the voice, second space a below the staff, to g, first added space above the staff.

Good pronunciation, enunciation and a faithful interpretation should be insisted upon.

Note: For instruction in voice work read the Teacher's Manual, Book II, pp. 16-20, inclusive.

For rote songs see monthly outline in Manual.

Songs that teach a love of home, country and of God, should be taught. Nature songs help to teach a love of God, the appreciation of things around us.

Tone—Time—Theory

The above headings should be followed carefully as they are the basic work for application in reading or sight singing. Sight reading can only be developed thru an understanding of the music symbols or the written page and the power to apply the drill work of the three "T's."

(a) **Tone**

A review of the diatone and simple skips of the tone and their resolutions should be studied; scale, parts of scale, sequential diatonic progressions thru the scale, also the simple skips of third, fourths, fifths and sixths with their resolutions. Chromatic half steps should be emphasized in simple progression and skips. The minor mode should also be studied.

Note: A list of the skips and their resolutions for development will be found on pp. 56-58 of the Teacher's Manual, Vol. II. These are outlined in progressive steps and are carefully related to the work in

sight reading, both in major and minor mode. These studies should be practiced first with syllables, then with "loo" until the tones are firmly fixed in the mind of the child. Use the rhythmic figures found in manual with these tonal drills and be sure to do much individual work.

Two-part singing and reading should receive considerable attention in this grade. The work begun in the fourth grade in this work should be added to. The work is outlined in the manual and should be followed closely.

Establish the idea that in two part singing one must hear a part while he sings another part. Begin by teaching the children to sing one tone while the teacher sings a tone a major third above as follows: Teacher sings "do" while children sing "mi" then divide the class the one side of the class singing "do" while the other sings "mi." Sing with three tones the same way, children singing do-43-do while teacher sings do-ti-do. Again divide the class and let them sing each part not separate but together.

This work should continue until children are able to sing entire phrases from blackboard individually; not until this work is accomplished are the children ready to sing from the regular reader.

It takes considerable time and patience to accomplish this work. If individual attention is not given and each child encouraged and led to feel that he can do this work for himself, a very small percentage of the grade will be able to do it. The test of the work is the ability to sing in pairs, then collectively for the joy of singing two-part song or two-part syllable reading. Much sight singing should be done throughout the year individually and collectively.

This work is best accomplished by first a thorough understanding of the problems involved and then continuous reading of the music thru several times before stopping to correct the little errors that may be made. Give the child the opportunity of finding and correcting his own errors by having him repeat the phrase or entire song at least three times; then if errors are made the teacher should call attention to same and let him proceed again.

(b) **Time.**

The one beat tone—two tones to the beat. The dotted quarter followed by the eighth note in measure form thru the scale should be reviewed. Much individual attention should be given each child. Collective work without individual attention develops only the leaders of the class.

Teach four tones to the beat in connection with other tones as the four tones to the beat followed by a quarter note beat and vice versa. Two eighth notes combined with four tones to the beat or four sixteenth notes. The corresponding rests should be taught with the notes.

Note: For rhythmic groupings of notes see Teacher's Manual, Vol. II.

(c) **Theory.**

1. The review of placing "do" in all sharp and flat keys in the major mode.

2. The study of minor mode in relation to the major mode and placing of the key note. The minor mode should first be taught by creating an atmosphere for the feeling thru songs of sadness, or bravery, sturdiness, etc., written in the minor key. The relation of major scale, scale of brightness, to minor scale, scale of sadness. Then to the syllables of the minor scale from "lo" to "la." Afterwards introducing the harmonic minor scale. A review of the pitch names of the staff, first presenting as a whole; second, to fix the names in his mind, let the pupil spell words on the staff that are made out of the letters of staff, such as baggage, cabbage, egg, bed, adage, efface, etc.

Let him for a device make up short stories spelling what words are applicable on short inserted staves and let children place these stories on blackboard and have them read in class.

The writing and singing of intervals of seconds, thirds, fourths, fifths and sixths in various keys. Relate these pitch names to keyboard of piano either with instrument or picture of keyboard. Further study of comparative measure as

2 with 6,	3 and 9	etc.
4 with 8	4 and 8	

2. **Results.**

Ability:

1. To sing readly one or two-part songs from memory or read from written page.

2. Locate do in all major or minor keys.

3. To understand and write, thru hearing, and rhythmic figure thru the scale or to write a phrase containing any of the rhythmic and melodic figures from hearing.

4. To have developed an appreciation of home, country or religious songs and compare our own folk songs with those of other countries.

5. To have memorized at least forty songs.

GRADE SIX

1. **Rote Singing.**

To stimulate further interest in music, rote singing is continued in this grade as in the preceding grades. This work not only encourages the emotional but also the intellectual side of pupils life. Songs of home, country and God including nature songs should form a large part of the work. He should be required to memorize several national songs, several of the best American Folk songs, and several of the best religious songs. Two-part songs should be encouraged in this grade which is only the application of the two-part work of the year previous. While many of these songs may be found in the regular study book assigned to the grade, other rote song books along this line are of great value. "The Americanization Song Book" published by McKinley Music Co., Chicago, is a very valuable book. It contains songs that are of especial value not only our own songs, but songs of other countries. Teach at least thirty songs during the year.

2. **Time—Tone—Theory.**

1. **Tone.**

A continuation of the sequential studies correlated to the sight reading work in major and minor keys as outlined in the Teacher's Manual, Vol. II, should be taught. A review of the previous year's work in thirds, fourths, fifths, and sixths with their resolutions will stimulate an interest for further development.

Review of minor scale in normal and harmonic mode. Teach the melodic minor scale.

Review of scale and its chromatic half step. Teach three ascending chromatic tones.

Teach the introduction of three part singing. This is done by first singing rounds in three parts, children taught to listen to each part while singing. Second step, let children sing two tones of a chord the teacher adding the lowest tone after establishing the fact that three tones are heard which harmonize. Drill on chords in simple phrases as do—do—do—ti—do so—la—so—so—so mi—fa—mi—re—mi frequently. Change parts after drills. After several drills in this work children are ready to read from books in simple three-part harmony.

Note: Children in this grade should not be assigned parts, but frequent change of parts is necessary.

The study of nearly related keys or modulating from one key to another part which is in the same scale.

For reference see Teacher's Manual, Vol. II.

2. **Time or Rhythmic Work.**

Review of scales from various pitches with the rhythmic figures as outlined in manual. Rhythmic combinations of quarter and eighth notes, dotted quarter and eighth notes, quarters and triplets, quarters and sixteenths, dotted eighths followed by sixteenths, etc. and vice versa.

Note: For rythmic figures to be taught see Manual Vol. II.

Review comparative measure of 2-4 with 6-8 measure, 3-4 with 9-8 measure, 4-4 with 12-8 measure.

Note: Be sure that the children understand measure signature, the number of counts in each measure and the value of the lower,

3. **Theory.**

This work is very essential in this grade because much individual expression of what the pupil knows is written out on paper thereby giving the teacher opportunity to find out how much of the work the pupil understands and the pupil to give reasons for what he knows by expressing on paper music symbols.

The major and minor scale keys should be reviewed and the structure in steps and half steps.

Writing the major scales with and without signatures first in sharps, second in flats.

Note: Before this work is taken up the explanations of why sharps and flats are used as key signatures must be understood.

After a thorough knowledge of the major scales and a working aural knowledge of the minor scale in its three forms, normal, harmonic, and melodic, proceed to write them in all minor keys.

Continue with song structure according to phrase, motive, similar, and dissimiliar phrases, etc. Teach the children to have "seeing ears and hearing eyes."

Continue ear training in simple chords and their resolution. Through the use of active and passive tones of the scale.

Note: A model of this work is given under tone problems.

Study of musical terms as outlined in Manual Volume II. This work is indispensible to interpretative reading or singing.

Note: After definitions are learned make them part of your daily vocabulary in music.

If you want the pupils to sing softly use the word "piano" and expect the same from the children.

Sight Singing.

Much sight reading should be done in this grade as in other grades. We learn to do by doing. When reading is the subject have the children read; do not theorize on a reading lesson. Not only one-part music, but two-part singing or reading should have its part in the reading lesson. The pages for reading are outlined for all grades in the Teacher's Manuals, consequently this work should be followed month by month as outlined.

Results.

1. The establishment of three-part singing.
2. A working knowledge of major and minor scales.
3. An understanding of all rhythmic and melodic problems.
4. Ability to read readily, at sight, two-part singing.
5. An appreciation and understanding of good music.

ART

Texts for Teachers:

Horne—Devotees and Their Shrines.

Teacher's Manual Industrial Art Textbooks.

Art Textbooks:

Basal, for pupils:

Carpenter's Stories Pictures Tell..

Supplementary for pupils: Industrial Art Textbooks I, II, III, and IV.

I **Introduction:**

The purpose of art is to stimulate interest in the beautiful and to create a desire in the pupil to do original work in the best manner of which he is capable. The pupil should begin with such work as he has capacity to perform. Originality and inventiveness are important factors in the progress of art study, and should be encouraged. Copy work, since it lacks creative spirit, is not art in the true sense.

The course is planned for the majority of children and is within the reach of those of no special ability rather than for the few with special talent. For the average child, the purpose is first of all self expression and the cultivation of an appreciation of beauty in nature and fine arts (architecture, applied design, painting, and sculpture) with technical skill as a means for greater and richer expression. Children should be taught to appreciate good taste aesthetically, especially in regards to the things which constitute the immediate environment. Through nature trips, exhibits, photographs, beautifully illustrated

children's books, best modern prints, pictures, art clubs, trips to artistic homes, gardens, and stores, the teacher can develop the aesthetic tastes of the child.

The school room itself should be taken by the teacher and children as a real problem in interior decoration, making it harmonious in color, simple in arrangement and uncluttered by useless maps, charts, small pictures, gaudy paper and chalk decorations. They can make the room neat, cheerful, with artistically arranged flowers, interesting pictures, and childrens' work correctly hung.

The art for special times such as Valentine Day, Hallowe'en, Christmas, or Easter may be introduced for a day or so when the children desire it. The making of posters, cards, etc., may be taken up whenever there is a real demand. Illustrations may be made when other subjects offer opportunity for them.

Art should become a vital, necessary occupation in life. "Art is the best way of doing anything." Ability to draw easily and well on the blackboard is a power which every teacher of children should cultivate. Such drawing is a language which never fails to hold attention and awaken delighted interest. A teacher cannot expect to teach drawing successfully without a good knowledge of drawing and painting, and she should surround herself with every available help. Example is the most effective means of teaching drawing. The teacher must lead, not push; must draw, not talk. She can show how it is best done by doing rather than explaining. The subjects must not be so difficult as to discourage the child.

II. **General Objectives and Suggestive Subject Matter.**

FIRST GRADE.

Materials:

Clay, manila and colored construction paper, tissue paper, scissors, wax and chalk crayons, paste. For picture study Carpenter's Stories Pictures Tell, Book I in hands of teacher.

1. Observation of surroundings and of objects in nature and their shapes.

2. Relation of the circle, the eclipse, and the oval to nature objects. Have children gather things and compare their shapes with these geometric shapes. Draw things that fit into circles, etc. Use a button to make circles.

3. Teach proper care of materials; the placing of them on desks; directions, such as, left, right, top, bottom, under and over, left to right, front to back, etc.

4. Draw leaves and grasses with colored crayons. These are done flat, no light and shadow.

5. Make borders with dots and dashes.

6. Make design with cut-out circular papers. Change the cut-outs to flowers by cutting the edges.

7. Make simple basket and simple box.

8. Make color chart of three primary colors. Also Japanese lanterns of tissue paper.

II. **Understanding and Appreciation of six Masterpiece Pictures.**

SECOND GRADE.

Materials same as first. Carpenter's Stories Pictures Tell in hands of teachers.

1. Conversational lesson about action. Games and action poses illustrated. Teacher to make action lines on board. Straight line means in action; oblique line means action; vertical line means repose.

2. Teach making of action figures with simple lines . Make action figure of "Bobby and Fido."

3. Draw action figures in colored crayon lines. Illustrate running, jumping, throwing, etc.

4. Draw toys in outline with crayon on white paper. Use toys with shapes that can be drawn in the flat. Study sizes of parts.

5. Make simple borders with squares and parts of squares added to crayon lines.

6. Cut out travel pictures and mount.

7. Simple story to be read by teacher. Children to illustrate it with action figures.

8. Conversational lesson regarding the seasons.

9. Teach the drawing of simple trees with crayon. Show pictures. Speak of the horizon.

10. Draw landscape on board, children to use their gray paper and black and white crayon in reproducing this. Fill in both sky and foreground, using trees in space below horizon. Landscapes to be correlated to lessons.

11. Draw flowers and leaves with white and black crayons, on gray paper. Repeat them with light and dark colored crayons on dark paper.

12. Cut out simple forms of animals from light and dark paper. Mount on suitable background.

13. Cut out flat paper baskets and mount, pasting paper flat flowers with basket.

14. Weave paper mats. Decorate with crayon marks.

15. Cut paper mats and borders from folded paper. Use as decorations for other things.

16. Model with clay or modeling wax, making round objects and flat objects. Make birds and animals to place on tree twigs for sand table.

17. Draw objects and toys with white and black crayon on gray paper. Draw the same in colors on white paper.

18. Draw straight line trees on geometric paper.

19. Cut out from patterns paper animals that will stand up.

20. Color paper animals with crayons.

21. Make flat paper bowls and flowers. Use colored paper.

22. Make paper baskets and boxes and decorate in colors.

Careful study of eight pictures from text.

THIRD GRADE.

Materials same as for first and second, also charcoal. Carpenter's Stories Pictures Tell Book III. In hands of pupils.

1. Show good pictures, and let children tell of beautiful things and places they saw during vacation.

2. Let children tear from paper, using as subjects some of the things that are to be found in the schoolroom.

3. Cut a bird and an animal from white paper and mount on black paper. Do the same with black paper and mount on white.

4. Draw simple subjects within six geometric forms.

5. Make designs from cut-out paper shapes.

6. Cut out an alphabet from folded squares, each pupil to cut out two letters.

7. Cut out name in alphabet and mount.

8. Make simple objects in colored crayon, with some shading.

9. Make colored crayon drawings from flowers.

10. Cut snowflakes from folded paper.

11. Make an A. B. C. booklet.

12. Illustrate A. B. C. booklet with simple object drawing.

13. Make a paper model for an action figure, teacher to supply hectograph outlines.

14. Children to make action figure drawings to illustrate geography, history, or literature lesson.

15. Conversational lesson on trees and their shapes. Show relation of trees to six geometric shapes.

16. Pupils to draw trees within simple shapes.

17. Make Noah's ark and animals.

18. Model objects from square forms.

19. Cut out stars. Five and six point.

20. Braided May or Christmas baskets.
Careful study of seven pictures and the artists from text.

FOURTH GRADE.

Materials same as third, also water colors. Carpenter's Stories Pictures Tell, Book IV, in hands of pupils.

1. Conversational lesson on brush work, paints, and use of colors. Care of brushes.

2. Practice in use of brushes and paints.

3. Practice in mixing of colors.

4. Silhouettes of simples objects with brush.

5. Simple water color landscapes.

6. Dividing of squares into designs.

7. Brush lines on square designs.

8. Coloring of square designs.

9. Painting of flowers in water colors.

10. Intermediate colors.

11. Conversational lesson on Japanese brush drawings. Show examples if possible.

12. Brush practice from leaves and plant forms in silhouette.

13. Brush practice in three values, light, dark, and middle tones.

14. Brush practice in use of white paint with dark on gray board.

15. Brush practice of simple brush lettering.

16. Still life objects in water colors.

17. Illustrate poems.

18. Window curtain problem.

19. Wax stencil work.

20. Stick-printed designs.

21. Make simple mats and baskets of rafia and reed or grass. Careful study of eight pictures and the artists from text.

FIFTH GRADE.

Materials same as for fourth grade. Carpenter's Stories Pictures Tell, Book V, in hands of pupils.

1. Give lesson on birds. Their colors and forms, correlated with nature study.

2. Lesson on drawing birds. Characteristic lines.

3. Lesson on brush drawing of birds, based on the oval.

4. Make borders and all-over patterns by pasting down these cut-outs.

5. Dark and light bird and animal designs on gray paper.

6. Make simple paper and wooden animals.

7. Line sketches with brush from animal pictures.

8. Abbreviated line drawings of bird and animals. Refer to Japanese brush pictures.

9. Sketches in dark and light crayons from birds and animals.

10. Make borders and all-over patterns by pasting down these cut-outs and add brush marks between figures to fill in.

11. Make an animal poster with lettering. Cross stitch birds and animals on cloth.

12. Stencil birds or animals on cloth.

13. Model from live bird or animal.

14. Complimentary colors and intensities.

Careful study of eight pictures and the artists from text.

SIXTH GRADE.

Material same as fifth. Carpenter's Stories Pictures Tell, Book VI, in hands of pupils.

1. Lessons on different lines. Illustrate accented lines.

2. Pupils to draw from grasses and plants in pencil.

3. Pupils to draw from still life objects in accented lines. Give memory work.

4. Design simple motifs from flowers.

5. Design motifs to fill six geometric shapes from one flower.

6. Make rosettes from black and white.

7. Make several sheets from lettering.

8. Make sheet of flower motifs in color with black outline.

9. Make rosettes in colors. Apply with stencil.

10. Practice in memory drawing from objects.

11. Draw objects in different positions.

12. Draw curved surfaces of objects at different heights.

13. Draw square objects at different angles.

14. Make selected arrangement in flat tones.

15. Compass practice in making circles and arcs.

16. Make compass designs.

17. Make light and dark drawings of objects on dark paper. Call attention to shapes and locations of high lights.

18. Teach value and notion of color.

Note: All problems are to be varied as teachers' work requires. Other problems may be substituted for those given in the above outline.

Careful study of eight pictures and the artists from text.

III. Interests and Standards of Attainment in Drawing.

GRADE I.

In this grade an interest in the appreciation of simple orderly and rhythmic arrangements of line and form become apparent.

1. An established habit of using drawing as a means of narrative expression in which the drawings may serve to suggest ideas and

to sustain the narrative rather than to represent correctly any facts of appearance that do not contribute directly to the action of the story.

2. A representation of the main characteristics of selected objects sufficiently well drawn to make the drawing readily recognizable. These objects are to be so learned that they can be drawn from memory.

a. Human figure—Ability to indicate the human figure in any simple position, using merely the action lines. These may be filled out when desired.

b. Animals and birds—Ability to draw readily from memory five or six animals' forms and four or five birds' forms with a fair degree of correctness.

c. Plants—Representation of simple plant growing in the room.

d. Constructed forms. Drawing and cutting certain shapes of objects used in the illustration of subject matter which will serve in later grades as a basis for other forms.

e. Representation in a simple way of the landscape necessary for the setting of the stories used for illustration—trees, sky, land and water.

3. An appreciation of simple decorative arrangement.

a. Ability to arrange one or two units of design within a given area, so that the effect of the spaces into which the area is thus divided shall be pleasing.

b. Ability to mount work so that the margins are pleasing.

c. A feeling for rhythm in a border. The making of rhythmic borders by repeating a unit free hand to count.

d. Simple arrangement of elements in a composition, in order to tell the story adequately.

e. Ability to print and cut simple straight lined letters.

4. Free use of color in all work.

a. Recognition of six chief colors—red, orange, yellow, green, blue, violet.

b. Pleasing application of a single spot of bright color on white, black or gray.

GRADE TWO

In the second grade the predominating interest is still narrative. There is more of a tendency to get the symbols of the story represented with more likeness in order to tell the story more adequately.

The interest in representing more definitely particular objects and effects is increased during this year.

There is an increased interest in good arrangement of line and form.

Standards of Attainment

1. Narrative drawing in which improvement is evident from the systematic study of selected forms.

2. A definite list of animal and bird forms and also a few objects related to the stories selected for study, which all the children can draw at the board or on paper freely from memory.

a. Human figures—Action lines, with ability to show bend at elbows and knees. These action lines could be filled out so as to give some idea of the proportion of the figure.

b. Animals and bird forms—Drawing, cutting and molding of the same animals and birds used in the previous year, but with more nearly correct shape. Several new animal and bird forms are learned.

c. Plants—Ability to make sketches that can be recognized of the common spring and fall flowers and leaves. More elaborate drawing of the trees learned previously and an addition of several new tree shapes. Drawing of many kinds of bulbs before planting, then the drawing of the plants after they bloom.

d. Constructed forms—The forms already learned drawn with more detail, and other forms added to these,—Bedouin tent, stone kettle, weapons of the cave man, etc. Making of baskets and boxes.

e. Landscape—Continued use of the landscapes studied in Grade I, with other types added; for example, the desert landscape.

3. An increased appreciation of decorative arrangement.

a. The invention of decorative units, and the use of the shapes of the common objects around the room, as units in borders. Border lines used.

b. Work mounted with increased attention to pleasing relation of margins and spaces.

c. Increased attention to good composition in the illustration for other school work.

d. Ability to print all the letters of the alphabet using straight lined letters.

4. Free use of color in all illustration and design.

5. Pictures. Recognition of seven or eight new pictures and artists.

GRADE THREE

The interest here is still largely narrative, but the children of their own accord devote much more attention to making the drawing conform to the actual appearance of the object.

Standards of Attainment

1. Narrative drawing increasingly expressive.

   a. In the characteristics of forms used.

   b. In the effect of distance, different positions, actions, elaborations of detail, etc. Children should now be able to gather from pictures and descriptions considerable material for use in their illustration of given themes.

2. Ability:

   a. To draw the human figure from imagination so as to indicate any attitude or action, even though the drawing is crude.

   b. To draw a list of bird and animal forms from memory so as to show not only the general characteristics of form but particular details, such as the shape of bill, head, legs, the characteristic markings, etc., which distinguish one species from another.

   c. To draw several plants with much more correctness of proportions and growth than was attainable in the previous year, also parts of plants to show some of the more important details of form, for example, leaves and flowers.

   d. To represent objects involving right angles and straight lines with proper relations of vertical, horizontal, and parallel; to sketch these relations in long lines drawn at arms length on the board, and also on paper.

   e. To represent simply a few constructed objects, such as houses, boats, trains, utensils, etc.

   f. To represent some typical landscape of different countries —Japan, Switzerland, Norway, Holland. This involves mountains and tree forms.

3. Increased appreciation of and ability to use rhythmic arrangements and pleasing space relations.

   a. Ability to make well spaced borders and surface patterns by free hand repetition of units.

   b. Ability to adapt combinations of lines or shapes of objects for use in design, as in previous grades, but in a better decorative style.

c. Ability to conventionalize familiar forms on cross-sectioned paper.

4. Use of color in all work where it is appropriate for more adequate description or for decoration.

a. Recognition of different tones of one color, for example, reds which differ from the red of a given sample.

b. Ability to match color exactly by samples.

c. Enough skill in the use of crayons to produce the effect needed in representing different types of landscape in illustration of themes.

d. Use of color in connection with design, ability to make pleasing combination of mixed colors, blue greens, yellow greens, etc. with black and white.

5. Picture study. Recognition of eight new pictures and something of the life of the artists.

GRADE FOUR

In the fourth grade the interest in the correctness of representation is such that the children are no longer satisfied with their crude drawings but demand better results. They work for more exact and detailed representation of objects and effects of appearance along with the story telling impulse. They are also interested in symbols used in a decorative way, as, squared paper design, weaving, etc. All of these interests are necessary and should be used as follows:

1. In more detailed study of characteristics.

2. In representing the appearance of object in different position.

3. In representing proportions and space relations correctly.

4. In constructive and diagrammatic drawing of a simple sort.

5. In conventionalization of familiar forms.

6. In pleasing relation of lines and spaces.

7. In new style of technique made possible through the use of water color for the first time and in the suggestions which come from studying pictures to see how others have obtained effects. The interest in obtaining particular effect of foreshortening and appearance in different positions is increased during this year. This results in experimentation in the drawing of objects and simple groups of objects in order to learn how to produce these effects. Relative proportion and space relations also become matters of interest. The use of water color increases the pleasure in representation.

Standards of Attainment.

1. Increased ability to gather from textbooks and pictures material for illustrating a given theme.

2. Ability to draw with considerable detail, to model in the round, to represent in different positions, and to sketch rapidly with expressive general effects seven or eight birds and animals; to represent leaves and flowers in different positions including effects of foreshortening, to sketch objects in good general proportion; to represent readily landscapes of different kinds of mountains, trees, or shore line; to draw the human figure in any position with fairly good proportions.

3. Ability:

a. To appreciate and increasing power to apply the principles of good spacing.

b. To make conventionalized decorative units from familiar forms.

c. To make pleasing line borders with appropriate units at the corners.

d. To print readily with single-lined letters and to fit words pleasingly into given spaces.

4. To use color freely in all work, water color being used as well as crayons.

5. To match any color with water color as well as with samples.

6. To make flat washes of light tones over given areas using one color with black or white.

7. Knowledge of seven or eight new masterpieces of art, also of the artist.

GRADE FIVE

In this grade the interests are the same as those in the preceding year, except for the fact that they become wider and more inclusive as general experience of the children is increased. Individual topics are worked out with more initiative, each child selecting the material which will enable him to make the best interpretation of the subject in which he is especially interested.

Standards of Attainments

Some training in systematic gathering of data from textbooks, pictures, and objects, for illustrating a given theme.

Ability:

1. To draw and model from memory the round with considerable detail, and to represent in different positions, and to sketch rapidly two or three selected birds and animals in addition to those learned in previous grades.

2. To represent leaves and flowers in different positions. To study out effects of foreshortening by means of shadows, pictures, observation of nature, etc.

3. To sketch objects in good general proportion and to sketch simple groups of two objects to show the relative proportion correctly.

4. To represent the human figure in any position with good proportions, and with more careful drawing of details than before, that is, hand, head, and feet.

5. To represent most of the common types of landscape, either with water color, crayon or on the blackboard with chalk.

6. To recognize and appreciate a good design and tell wherein it is good; to make all drawings more or less decorative in character.

7. To conventionalize by means of squared paper, cross stitch, weaving, or otherwise, any familiar form for decorative use, using several lines of varying widths, and to interlace these lines in turning corners, so that the effect will be pleasing and harmonious.

8. To make line borders.

9. To print rapidly and well, using the single-lined letters, and to fit several words into a given space, also to fit two or three letters into a given figure, and to make simple initial letters.

10. To use water colors and crayons with freedom and confidence.

11. To match any given color with water color or crayon and to select readily those pigments which, when mixed, will produce the desired tone.

12. To make flat washes, with special emphasis upon dark washes.

13. To recognize and know eight new pictures with some knowledge of the life of the artist.

14. An understanding of the terms "value" and "hue."

GRADE SIX

In the sixth grade there is usually a great willingness to work for a considerable length of time and with a sustained purpose in order to secure the exact result desired. While the interest in narrative drawing is as strong as in the lower grades, yet a great deal of attention is given to the exact drawing of each detail of composition. Children will often report upon good and bad points of the wall paper, rugs, furniture, etc. found at home and other surroundings.

Standards of Attainment

Training in gathering data from pictures, objects, etc., by means of collections of notes and sketches for illustrating a given topic.

Ability:

1. To draw from memory animals and bird forms with knowledge which is constantly being increased by nature study.

2. To represent plant forms and trees with more expression of individual character and structure:

   (a) With rapid brush strokes in color.

   (b) With careful pencil drawing.

   (c) With flat tones of color over pencil drawing.

3. To sketch objects in good general proportions.

4. To draw groups of two or three objects in good relative proportions and in different positions.

5. To draw constructed objects, rectilinear and curvilinear, with some feeling for structure, for sequence of lines, and for the varying appearances caused by changes of position.

6. To represent, in addition to types of landscape already learned, the most common forms of tropical landscape, for example, jungle regions, deserts.

7. To draw the human figure in action with good general proportions, and with more careful representation of shapes of hands, feet, legs, arms, etc.

8. To make decorative interpretation of animal and plant forms, with more appreciation of beauty of line.

9. To formulate some of the fundamental principles underlying all good design.

10. To make symbols and monograms of letters.

11. To make borders of geometric units; also decorative units from geometric shapes, cutting corners and sides.

12. To use water colors and crayons in illustrative work and design.

13. To make five values of a color, and to place any color as to its hue and value.

14. To combine light and dark with a pleasing result.

15. To recognize and discuss eight new pictures, also the life of artist who painted them.

SEAT WORK

The child already loves to see
What wonders human hands can do;
Raise this into activity
That he may be a maker, too.

—Froebel.

I. **Principles Governing Seat Work.**

1. It must have motive.

2. It must have a social significance so that the child derives pleasure through doing.

3. It must be adapted to the ability of the child.

4. It must appeal to his present interests.

5. It should stimulate him to observe and image clearly something he has seen.

6. It must show progress both in the child's power of attack and in solving problems that grow out of daily work.

7. Child must achieve worth while results.

8. It must conform to the demands of art and good taste.

9. It should train children to utilize available material.

II. **Purpose of Seat Work.**

1. Gives opportunity for projects initiated by pupil.

2. Increases individual responsibility.

3. Relieves strain and routine of school work.

4. Gives opportunity to learn how to study independently, for planning, for experimentation.

5. Solves the problem of what to do with the fast worker.

III. **Materials and Equipment.**

1. Utilize and manipulate such things as can be secured easily, e. g., miscellaneous books, dry goods boxes, shoe boxes, pasteboard

boxes, twigs, clothes pins, clay, spools, price tags, scraps of cloth and fur, pictures, etc.

FIRST GRADE

Health Activities.

1. Make health charts.

2. Collect pictures for making health A. B. C. Books.

3. Make and dress twig, or clothes pin dolls to suit season.

4. Make a useful article such a sachet, for the sick room.

5. Make and furnish a play house for sick child or school mate at home or at hospital.

6. Illustrate health stories as a medium through which to express emotions.

7. Put together health picture puzzles.

8. Model essential food products for keeping well.

9. Make booklets showing the story of bread, milk, etc. using cutting, drawing and folding.

10. Make a basket for a lunch, and folding tiny napkin.

11. Make something in response to an apparent need—a child's problem.

Civic Activities—Being Good Citizens.

1. Make the school room an attractive place through bringing flowers or in giving a party for pupils of another division of First Grade; in the collection of pictures, etc.

2. Care of room and buildings and grounds. Clean yard in autumn; raking leaves, care of flower beds and walks. Keeping desks and floor of school room in order.

3. Help Santa Claus, by bringing a toy or an article of clothing for the community gift to some worthy family.

4. Visit a department or grocery store, shoemaker, market or farm, so as to furnish opportunity for expression of ideas gained through every day experience.

5. Creative work through constructing, drawing and modeling.

7. Learning to take responsibility by helping care for the room, watering and calling for window gardens and plants, gathering and preserving specimens for study.

8. Develop the esthetic side of the children's nature through having them listen to good records, furnishing musical experience,

cultivating appreciation of art, hearing rhythmic exercises, etc. (See Kindergarten and Music Course.)

Nature Study Activities as Mediums of Expression.

1. Collect seeds, leaves, buds, wild flowers, fruits and vegetables as specimens for modeling, drawing, folding and cutting.

2. Make window gardens.

3. Plant seeds and care for them.

4. Draw and paint different stages of plant life.

5. Make poster pictures.

6. Make borders and designs.

7. Sew a little bag for seeds.

8. Collect pictures of animals to be used in making farm books.

9. Model farm on sand table.

10. Make class picture—book of animals which the children know by sight.

11. Free cuttings of birds to be used for booklets.

12. Make flower chart noting arrival of first flowers, where found and by whom.

13. Cuttings of flowers studied. Booklets.

14. Make charts consisting of samples and pictures illustrating some industry.

15. Cut up puzzle pictures of animals or birds. Print words suggested by the pictures and place both animals and words in an envelope. Put animal together and place word under picture.

16. Illustrated stories of farm life containing collections of fruits, vegetables, flowers. (See Art Course.)

Home Activities.

1. Cut out pictures of members of family from magazines and papers. Make booklet.

2. Illustrate stories of home and family life.

3. Cut pictures of furniture from catalogues. Booklet.

4. Those who help to build our homes, carpenter, etc.

5. Make collections of materials used in making homes.

6. Make furnishings of mats, furniture, rugs, etc.

Projects to Develop Power and Skill.

1. Arranging word cards and build words to correspond to pictures.

2. Arranging dissected stories; sentences in order given, sentences in different order.

3. Make a dictionary alphabetically arranged in which to keep words used in reading.

4. Book kept with records of nature material, arranging, classifying and labeling same.

5. Cut out pictures to illustrate such words as baby, mamma, horse, apples, etc.

6. Illustrate phrases such as "in the corner," "on the fence," etc.

7. Express in art construction modeling or building, something read silently.

8. Develop certain number facts by having children use squares, tablets, sticks, seeds, etc.

9. Make mats, boxes covers, post card holders, book marks, from wall paper designs.

10. Cut out a circus parade from pattern or from free hand drawing or cutting. Mount in book, or set up in tent or in cages made of stiff paper.

11. Make a picture of a cow, horse or cat on the same paper on which the teacher has written sentences.

SECOND GRADE

"The supreme test of one's ability to understand little children is to be able to sit with them at times as a welcome observer, giving suggestions and criticisms only when the children themselves ask for them."—Dewey.

ACTIVITIES WHICH TEND TO GIVE INDEPENDENCE IN CONSTRUCTIVE OCCUPATION

Textile Work as Related to Industrial History.

1. Work out processes in preparation of wool as: shearing, carding, spinning and weaving.

2. Weave doll hammocks of carpet warp, jute or raffia.

3. Weave marble bags of carpet warp.

4. Braid raffia (several strands together) and sew the braid together for a rug in the doll house.

5. Use spool knitting in same way.

6. Make and string salt and paper beads, etc.

7. Make dust cloths, wash cloths and bags. Overcast or use stencil design.

8. Make patchwork quilt and do quilting for doll's bed or baby crib.

9. **Weaving.** Learn terms, warp and filling. Study how patterns are produced in fabrics by weaving. Strips and figures. Stick printing. How patterns are produced by printing.

10. Make quilt patterns, and linoleum patterns from parquetry materials.

11. Children bring garments from home and sew on buttons.

12. Many of the hand work ideas may be used as seat work, such as: Making harness out of spool knitting, raffia, etc., making dolls' muffs out of spool knitting.

Art Work, As Drawing, Designing, and Modeling.

1. Illustrative drawing—scenes from stories.

2. Illustrative cuttings.

3. Drawing as a means of study and continued observation of nature objects.

4. Make and dress paper dolls. Have faces made by older children. Dresses may be planned and cut by children, cut out from patterns, or evolved from pictures. Dolls may be dressed in present mode or to work out a national or historic idea.

5. Modeling. Animals of the farm made from clay, cardboard or paper.

6. Sketches of incidents, happenings, etc. emphasizing action and detail.

7. Weather record kept by means of pictorial symbols and words.

8. At regular intervals on certain day in month, have children make a picture of landscape, showing characteristic changes of season.

9. Illustrate whenever possible stories and poems learned in relation to plants and animal life.

UPB

Projects to Develop Power and Skill

1. Dictionary making as in First Grade.

2. Sample and Reading Books.

3. Make health charts after giving talks on the charts before the school.

4. Make booklets by using mimeographed copies of stories or poems. Illustrations to be made by children.

5. Sand Table Projects. Harvest Time on the Farm, etc.

6. Illustrate words, rhymes and stories.

7. Work out industrial history of some subject under discussion and set up in sand pans.

8. Have pupils play dominoes, card games, etc., in groups that they may learn combinations quickly.

9. Cut up animal pictures from stories telling a fact about animal. Story is cut up into sentences. Child builds story on desk.

10. Draw pictures showing some part of a story in reading. Have others read in the book that which tells what was pictured.

11. Choose and study a story to read to First Grade or at a school assembly. Use the reading table freely.

12. Play ring toss, bean bag, target practice, keeping individual scores.

13. Make books for records of growing plants or other nature material, arranging, classifying and labeling same.

14. Experimentation on any problem that arises in a recitation and needs individual study and experiment.

15. Make booklets of pictures of birds to aid children in recognition of the most common ones in the community.

16. Clean yard in autumn, rake leaves, care for flower beds, walks to nearby gardens and fields for observational lessons on seeds, leaves, flowers, etc.

17. Collect photographs of children or pets. Mount on cards for use in games or class book.

18. Plan a play store:

    a. Visiting dry goods store windows.

    b. Observation of things in window.

    c. Collection of materials for play store.

d. Impersonation of storekeeper.

e. Buying and selling. Make things for buying and selling.

f. Development and drill upon number facts.

19. Make a book of farm animals. Connect with reading.

20. Have children write class songs about birds, trees, pets or activities.

THIRD GRADE

"The curriculum should be selected directly from real life and should be expressed in terms of the activities and the environments of the people" Child Life and the Curriculum—Meriam.

ACTIVITIES WHICH APPEAL TO CREATIVE INSTINCTS BASED ON EVERY DAY EXPERIENCES

Purpose, Motive, and Materials same as in First and Second Grades.

Health, Civics, and Nature Study Activities.
(See First and Second Grades Outline above.)

Textile Work as related to Industrial History, same as or similar to work outlined for Second Grades.

Art Work as Drawing, Designing and Modeling, same as Second Grade.

Practice Period or Drill Projects as Means of Developing Power and Skill.

1. Make health posters.

2. Make health books.

3. Keep class and individual records of experiments performed in relation to germination of seeds, etc.

4. Care for and observe bulbs and flowers.

5. Make books of "Birds in Our Locality."

6. Collect pictures showing trees and their characteristics.

7. Collect pictures of fruits and vegetables for making "Good lunch" charts.

8. Collect pictures to show contrasting activities in making of wool goods.

9. Make books for dictionary work and spelling lists.

10. Excursions for specific purposes:

For example:

To observe and visit an orchard for various purposes.

Gathering and preserving of specimens obtained.

Learning names and characteristics of insects injurious to fruit trees.

Visit to a building in operation. Brickmaking traced from new building back to the brickyard.

Visit to a woolen mill, in the neighborhood: flour mill, or some modern mill.

Drawinge and illustrations by pupils of what was observed.

11. Collect pictures to illustrate poems and stories memorized by individuals for class enjoyment.

12. Sand Table Projects.

a. The water supply plant of the city.

b. A lumber camp.

c. Country of the Tree Dwellers.

d. Brush huts and cave men.

e. Tents of the later cave men.

13. Collect railway and steamship booklets and pictures, post cards, etc., to compare experiences of modern travel with those of early explorers.

14. Make booklets or chart showing development in methods of transportation.

15. Draw from nature pictures to be used for "Nature Book."

16. "Play Teacher," one child coaching group of two or three in numbers, combination, spelling words, etc.

17. Draw pictures showing some part of a story in the reader. Have other children guess what part of the story has been pitcured.

18. Read a story with view of dramatizing it.

19. Pantomine a part of a story and have other children read the part which tells what was done.

20. Read interesting stories to another grade.

21. Read to find pictures to draw.

22. Keep the schoolroom beautiful during the winter months, e. g., flowers and plants in the windows, pictures, colored vase, etc.

23. Write facts about birds and put in booklet.

24. Give motive for silent reading by having pupil select a story he wishes to heard aloud or would like to read to the class.

25. Put pictures into envelopes with definite questions to fit each picture, such as Baa, Baa, Black Sheep:

1. Copy the rhyme.
2. Write the rhyme from memory.
3. Write all the words that you can from the picture.
4. Write three sentences about the sheep.
5. Write three sentences about the little girl.
6. Write the story of the rhyme.

26. Put pictures into envelope with complete sentences from a story about picture. Children to arrange sentences to fit pictures. For example. "The Gleaners."

The evening bell is ringing.
A man and a woman are in the field.
They are praying, etc.

Note: Excellent seat work can be prepared from discarded books, using pictures and reading material. Seat work should be of materials that in large part are saved from waste at home.

This list does not pretend to be exhaustive, but only suggestive. Mental growth is governed largely by interest and attention, hence the need for concrete material and compelling devices in occupational work.

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